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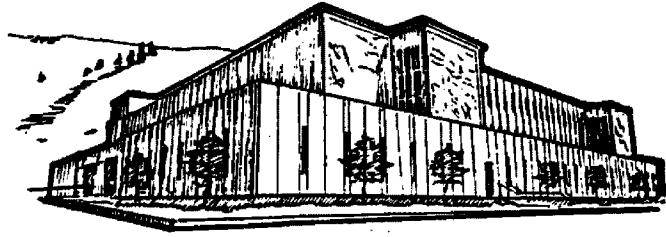
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University of  
**Montana**

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UNIFORM SALARY METHODOLOGY FOR INSTRUCTORS AT  
MONTANA'S VOCATIONAL-TECHNICAL CENTERS

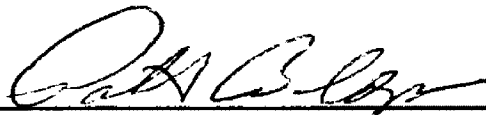
By

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B.S., Brigham Young University, 1974

Presented in partial fulfillment of the requirements  
for the degree of  
Master of Public Administration  
University of Montana  
1991

Approved by



Chair, Board of Examiners



Dean, Graduate School

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## INTRODUCTION

The problem addressed in this professional paper is the lack of a uniform method for setting salaries of instructional employees at Montana's vocational-technical centers. This paper describes the process used to develop a uniform salary methodology for such employees and includes a recommendation for a compensation plan. The author was the chief spokesperson for the Board of Regents and in conjunction with the union president was responsible for designing the process used by the employer and employee representatives to reach agreement on a salary methodology. The recommended compensation plan was developed by a committee consisting of five employer representatives, including the author, and six union employee representatives.

Prior to July 1, 1989, instructional employees of the vocational-technical centers were compensated in the same manner as local high school teachers. Legislative changes transferred governance of the vocational-technical centers from the board of trustees of the local high school districts to the Board of Regents of Higher Education. The change in governance created the opportunity and need to



develop uniform salary methodology for instructors at all five vocational-technical centers.

The lack of uniform pay rates or consistent criteria for establishing pay rates at the vocational-technical centers was considered problematic by both the employer and employees. Vocational-technical instructors are a diverse group with a wide variety of education and work experience backgrounds. They have among their ranks both nondegreed trades people and more traditional academics. In the past, Montana's vocational-technical instructors were paid under five different salary plans, each with its own unique characteristics, which were negotiated with high school teachers in mind. It is not a simple task to devise a uniform salary plan for such a workforce. Employee involvement in the development of a uniform salary plan is not only a good idea, it is a legal requirement. Montana's vocational-technical employees voted to form a bargaining unit and have a right to negotiate over pay matters.

The primary goal of the author was to devise a salary plan which addressed employer objectives and was acceptable to employees. The process that was used to reach that goal is described at length in this paper. As this project evolved, the process became as important as the outcome. The author believes the alternative approach described in this paper, which was used to reach agreement

on a negotiable item in a union environment, has merit and may be adapted to other issues and other settings.

Chapter I provides background information on Montana's vocational-technical centers. The legal framework for the governance transfer and implications of collective bargaining are discussed. An overview of the existing salary methodology in place at the vocational-technical centers and the units of the Montana University System is included to provide a perspective on the employees' and the employer's frame of reference regarding salary methodology.

Chapter II contains a summary and discussion of a survey on compensation practices which was sent to select public community colleges and vocational-technical institutions.

Chapter III reviews problem solving methods which are alternatives to traditional collective bargaining and describes the procedure employer and union representatives used to arrive at a consensus on a salary methodology for vocational-technical instructors to be implemented in the 1991-1992 academic year. Various salary compensation models obtained through a review of collective bargaining agreements covering community college or vocational-technical institutes and a literature search are summarized. The meetings held between union and employer

representatives are chronicled, and agreements reached are highlighted.

Chapter IV includes recommendations for a uniform salary methodology for implementation in Montana's vocational-technical centers. Concluding observations on the process are also included in Chapter IV.

The Board of Regents, with the concurrence of the employee union, has the authority to implement a compensation plan for employees of Montana's vocational-technical centers. However, the Montana Legislature must provide the necessary funds. The uniform salary methodology described in this paper was the basis for a request for funds which was presented to Montana's 52nd Legislature.

## CHAPTER I

### BACKGROUND

#### Montana's Vocational-Technical Centers

There are five public vocational-technical centers in Montana located in Billings, Butte, Great Falls, Helena, and Missoula. These vocational-technical centers offer education and training for adults designed to enhance their employment opportunities and to meet the needs of Montana employers. Ms. Brady Vardemann, the Deputy Commissioner of Vocational-Technical Education, described the mission and purpose of vocational-technical education as follows.

The economic growth of Montana and the personal renewal of its people depend on the health and vitality of the workplace, which in turn is dependent upon the availability of those educational and employment opportunities that equip our citizens to reach toward their fuller potential and to attain security in their personal lives.<sup>1</sup>

The vocational-technical centers have great potential for helping Montana face the enormous economic challenges brought by advancing technologies, increasing competition, shifting demographics, and changing needs within the workplace.

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<sup>1</sup>Brady Vardemann, "Vocational-Technical Center Education in Montana: A Search for Optimal Efficiency." (Helena: Montana Board of Regents of Higher Education, November, 1987). (Mimeographed.)

Montana's vocational-technical centers deliver a variety of programs of up to two years in length of the same nature as typically seen in vocational-technical institutions throughout the country. Fields of study at the vocational-technical centers include health occupations, jewelry making, trade and technical areas, accounting, secretarial, culinary arts, and many others. Academic transfer courses or degrees are not offered by the vocational-technical centers. The number of students served by each of the vocational-technical centers in 1989 ranged from a low of 330 at Billings to a high of 732 in Helena. The combined total number of students served by Montana's vocational-technical centers in 1989 was 2,806.<sup>2</sup> The vocational-technical centers employ approximately 175 instructors, 25 administrators, and 90 support staff.<sup>3</sup>

#### Transfer of Governance to Board of Regents

The responsibility for governance of the vocational-technical centers was given to the Montana Board

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<sup>2</sup>"Campus Profiles," On The Road for Higher Education, October 1990, 7-8.

<sup>3</sup>Lois Menzies, "State Employee Compensation and Related Issues," (Helena: Committee on State Employee Compensation, October, 1989), 24-25. (Mimeographed.)

of Regents of Higher Education in 1987 by Montana's 50th Legislature through the passage of House Bill 39. Previously, each vocational-technical center was administered by one of five different high school boards of trustees. For the first time in history, the responsibility for all public, postsecondary education in Montana was placed under one governing body. This unification brought new and exciting possibilities for greater coordination, collaboration, and cooperation among institutions and increased responsiveness to the economic, education, employment, and workforce needs of the state.

With this new responsibility for the governance of the vocational-technical centers came enormous challenges. The Board of Regents faced a myriad of critical decisions with serious implications for the future of vocational-technical education in Montana. One consequence of the governance transfer was the need to establish personnel policies for employees of the vocational-technical centers.

The legislature recognized that the transformation of a workforce from one employer to another is a complicated process. It provided for a two-year transition period during which employees of the vocational-technical centers continued to be governed by the personnel policies established by their former employers, the boards of trustees of the local high school districts. According to state statute:

(1) The rights of persons employed by a vocational-technical center under a collective bargaining agreement in effect during the period from July 1, 1987, to July 1, 1989, may not be impaired, and they may, at any time prior to July 1, 1989, exercise any right they have under a collective bargaining agreement to transfer to another position within the school district.

(2) A person employed by a center under a school district on June 30, 1989, becomes an employee of the board of regents on July 1, 1989.

(3) Following July 1, 1987, the employees of any center or the board of regents may apply to the board of personnel appeals for determination of the appropriate bargaining unit or units for the purposes of collective bargaining for a contract or contracts to be negotiated with the board of regents prior to July 1, 1989.

(4) If a person is employed by a center in any capacity on July 1, 1989, and has accumulated sick, vacation, or other leave and years of service with a school district, such leave and years of service shall be transferred fully regardless of the length of employment with the district in which the center is located.<sup>4</sup>

The legislation which was the catalyst for changes in vocational-technical employees' working conditions gives the Board of Regents some specific directives regarding the Board's responsibility to establish personnel policies.

The board of regents has general administrative and supervisory control over vocational-technical center education and shall: . . .

(12) provide means by which the centers' faculty can obtain advanced education and training in new areas and either be reimbursed for their expenses or raised to a higher salary level, or both;

(13) establish for the various centers uniform policies for recordkeeping; financial transactions;

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<sup>4</sup>Montana Code Annotated, Section 20-16-107.

accounting; maintenance; recruiting, guidance, and placement of students; examinations; personnel relations; and other matters as determined by the board;

(14) negotiate with the bargaining representative for personnel of each center or the personnel of the center system in a manner consistent with state and federal law; . . .<sup>5</sup>

### Collective Bargaining Implications

It became clear very early in the process that collective bargaining would play an important role in establishing personnel policies for vocational-technical center employees. House Bill 39 became effective on July 1, 1987. Just two months later, on September 9, 1987, the Board of Regents was notified that the Montana Education Association, NEA, had filed a petition for Unit Determination and Election in an attempt to represent the approximately 175 instructional employees at each of the vocational-technical centers. The Montana Federation of Teachers, AFT, AFL-CIO filed a Petition to Intervene on October 2, 1987. An election was held on January 19, 1988. The Montana Federation of Teachers won by an overwhelming margin, and was certified as the exclusive representative for collective bargaining purposes on January 26, 1988.<sup>6</sup>

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<sup>5</sup>Montana Code Annotated, Section 20-16-101.

<sup>6</sup>Unit Determination No. 16-87.



Under Montana state law, once employees elect to form a bargaining unit the employer is required to negotiate in good faith over "wages, hours, fringe benefits, and other terms and conditions of employment . . ."<sup>7</sup> With the onslaught of collective bargaining, the employer's right to promulgate personnel policies is restricted. When personnel policy matters impact employees' working conditions, the topic is subject to collective bargaining. As a result of employees choosing to form a bargaining unit, they have the right to participate through representatives in a negotiations process whereby working conditions are determined. Bargaining unit members also have the right to personally vote on acceptance or rejection of any agreement regarding their working conditions.

Negotiations for a collective bargaining agreement for instructional employees of the vocational-technical centers commenced in March 1988. The purpose of these negotiations was to reach an agreement on uniform working conditions for instructional employees to be effective July 1, 1989. Many important personnel policy matters needed to be resolved through negotiations. The process was complicated by the fact that different policies and working

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<sup>7</sup>Montana Code Annotated, Section 39-31-201.

conditions existed at each of the five centers. In order to achieve uniformity and some semblance of parity with university system employees, working conditions must be modified, including a reduction of some benefits. In addition to salary matters, issues which must be resolved through negotiation included: tenure criteria, union security, insurance coverage, leaves of absence, layoff rights, seniority, grievance procedure, and others.

Negotiations for a collective bargaining agreement covering vocational-technical center instructional employees was not concluded prior to July 1, 1989, as was hoped for. Negotiations were finally resolved with the assistance of a state mediator. The contract negotiations required over fifty meetings held over a period of nineteen months.

The resulting 1989-1991 collective bargaining agreement between the Montana Board of Regents of Higher Education and Vocational-Technical Educators of Montana #4610, MFT, AFL-CIO, did not provide for uniform salary methodology for instructional employees. A uniform salary methodology requires that all employees be compensated under the same rules, regulations, and criteria, and employees with similar backgrounds receive similar wages. Instead, continuing employees were provided a combination of a percentage and flat dollar increase on their current base salary. Minimum salaries for newly hired employees

were to be set using previously existing methodology except that a uniform minimum salary was established at \$18,000.<sup>8</sup>

The issue of uniform salary methodology was discussed at length during negotiations for the 1989-1991 agreement. Both parties desired uniform salary procedures but concluded there was insufficient time and money to allow implementation during the 1989-1991 contract period. The intentions of union and employer representatives regarding implementation of a uniform salary methodology are reflected in the following provision included in the 1989-1991 collective bargaining agreement.

The parties desire procedures for salary determination which are consistent at each of the vocational-technical centers. A negotiations subcommittee shall study the matter and make a recommendation to the negotiations committees so that a pay system can be in place for the 1991-1993 agreement. The negotiations subcommittee shall begin meeting as soon as practical after ratification of the 1989-1991 collective bargaining agreement. It is the intent of the negotiations subcommittee to conclude its efforts in a timely manner in preparation for the 1991 legislative session.<sup>9</sup>

#### Employees' Frame of Reference

The previously existing salary methodology for vocational-technical center instructional employees was determined through negotiations between representatives of

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<sup>8</sup>Vocational-Technical Educators of Montana #4610, MFT, AFL-CIO, and the Montana Board of Regents of Higher Education, Collective Bargaining Agreement between, July 1, 1989, 21-23.

<sup>9</sup>Ibid., 23.

the local school districts and the high school teachers' unions. Vocational-technical employees were included in the same bargaining unit as high school teachers, and the teachers had opted for collective bargaining in each of the five high school districts with vocational-technical centers. The negotiated salary policies which were previously applicable to vocational-technical instructors provide the framework for employees' perspective on the salary methodology issue. An understanding of what salary methodology employees have operated under and are comfortable with is an important prerequisite to the formulation of salary procedures which ultimately will require employee acceptance.

Traditional school teacher salary schedules with horizontal experience steps and vertical lanes for education attainment levels form the basis for the salary determination policies in place at each of the vocational-technical centers prior to July 1, 1989. The salary schedules vary somewhat from center to center in the maximum number of experience steps allowed and the type and amount of prior experience recognized for new hires. Variations also exist in the educational lanes recognized.

The salary schedule covering instructors at the vocational-technical center in Butte provides twenty-five vertical steps for experience and eight horizontal lanes for education. Educational attainment levels recognized in

the Butte schedule are: 3 years, BA, BA+15, BA+30, BA+45, Professional Certificate, MA, MA+15. Industrial experience, including apprenticeship and teaching experience, may be utilized in determining initial placement on the Butte salary schedule. Two years of industrial experience is equated to one year of teaching experience under Butte's salary policies. Butte instructors advance one vertical experience step after each year of teaching.<sup>10</sup>

The salary schedule used to compensate vocational-technical center instructors in Helena has from ten to sixteen experience steps (depending on the education lane) and seven education lanes. Education attainment levels recognized include: BA, BA+15, BA+30, BA+45, MA, MA+15, and MA+30. Vocational instructors in Helena without a bachelor's degree but who have five years of occupational experience of which three years must be continuous are eligible for horizontal progression on the salary schedule. With the acquisition of each unit of fifteen college credits, nondegreed individuals may advance horizontally on the salary schedule but may not progress beyond BA+45. Newly hired vocational instructors may be awarded up to six experience steps for related occupational

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<sup>10</sup>Butte Teachers' Union Local No. 332 and the Board of Trustees School District No. 1, Silver Bow County, Collective Bargaining Agreement between, 1987, 18-20.

experience as well as for prior teaching experience. All Helena instructors advance vertically on the salary schedule after each year of teaching experience up to the maximum steps provided.<sup>11</sup>

The salary schedule in effect for Great Falls vocational instructors has from between twelve and twenty-five vertical experience steps and seven education lanes. Education attainment levels recognized include BA, BA+15, BA+30, MA, MA+15, MA+30, and MA+45. Newly hired instructors may receive up to eight steps for prior experience. Newly hired nondegreed vocational teachers are given one experience credit for each two years of previous work experience up to a maximum of eight steps. Such teachers who receive college credit, take noncollege technical courses, or have work experience credit beyond that recognized for vertical step determination may move horizontally on the salary schedule to column BA+15 and BA+30. All Great Falls instructors advance one vertical step on the salary schedule for each year of teaching in the Great Falls school system.<sup>12</sup>

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<sup>11</sup>Helena Education Association and the Board of Trustees School District No. One, Helena, Collective Bargaining Agreement between, 1988, 35-38.

<sup>12</sup>Great Falls Education Association and the Board of Trustees of School District One and A, Great Falls, Collective Bargaining Agreement between, 1987, 42-46.

The Billings salary schedule has between fifteen and eighteen experience steps except that steps five, six, and seven are merged. Employees placed on the consolidated step serve only one year on that step. Eight education lanes are provided recognizing the following education attainment levels: BA, BA+15, BA +30, BA+45, MA, MA+15, MA+30, and MA+45. An additional stipend is awarded employees who earn a doctorate degree. A maximum of ten credits are granted new hires for previous experience for purposes of determining initial placement on the salary schedule for any combination of the following:

- (a) Full credit for each year of teaching experience.
- (b) Credit for nonteaching work experience in teaching field on the basis of one year's credit for each three years of work experience.
- (c) Active duty military service contiguous to teaching training or teaching experience, not to exceed two years.
- (d) If teaching experience is not within the last ten years only half credit for experience is allowed.
- (e) No newly hired teacher shall be placed at a higher step on the salary schedule than any teacher with the same district credit

experience then employed by the school district.

Vocational employees may use work experience as a substitute for education and thereby advance horizontally on the salary schedule. One college credit is given for thirty hours of journeyman level work experience. Twenty-four hours of supervisory work experience is considered equivalent to one college credit. One hour of college course credit for salary advancement is also given for each ten hours of classroom instruction in noncollege technical workshops. Noncollege technical school credits are equated with similar credits for college or vocational courses. All employees in Billings move one experience step for each year of teaching in the Billings school system.<sup>13</sup>

Missoula's salary schedule has fourteen vertical experience steps and eight horizontal education lanes. Each education lane provides work experience equivalencies. The education lanes in the salary schedule covering Missoula instructors recognize the following education attainment levels: BA+0 or WE+0, BA+15 or WE+30,

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<sup>13</sup>Billings Education Association and the Billings School District, Collective Bargaining Agreement between, July 1, 1987, 27-30.



BA+30 or WE+45, BA+45 or WE+60, MA+0 or WE+90, MA+15 or WE+105, MA+30 or WE+120, and MA+45 or WE+135. The work experience track is applicable across the full salary schedule only for those for whom a master's degree is not available in their teaching area. A newly hired employee with a degree is placed on the salary schedule based on years of teaching within the last fifteen years in any accredited school system. Nondegree vocational teachers are granted one year of teaching experience for two calendar years of work experience in a related field. All instructors move one step vertically on the salary schedule for each year of teaching in the Missoula school system.<sup>14</sup>

#### Employer's Frame of Reference

The new employer of vocational-technical center employees, the Board of Regents, also supervises the Montana University System. The Montana University System includes the University of Montana (U of M) in Missoula, Western Montana College of the University of Montana (WMC) in Dillon, Montana State University (MSU) in Bozeman, Eastern Montana College (EMC) in Billings, Northern Montana College (NMC) in Havre, and Montana College of Mineral

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<sup>14</sup>Missoula County High School Education Association, and the Board of Trustees Missoula County High Schools, Collective Bargaining Agreement between, July 1, 1987, 40-44.

Science and Technology (Tech) in Butte. Each of the above named institutions has its own mission and characteristics, but they are all four-year degree granting institutions, at a minimum. Some of the units of the Montana University System also award two-year degrees and certificates, most notably is Northern Montana College which has a vocational-technical component to its mission. The four-year, bachelor's degree granting status of the six units of the university system and differing missions, roles, and scopes set the units of the university system apart from the vocational-technical centers, which are limited to degrees and programs which can be completed in two years or less.

The Board of Regents has established personnel policies for university system employees including policies relative to salary determination. Policies and practices for university system personnel, particularly those applicable to faculty, are an important consideration in the development of salary policies for vocational-technical center instructional personnel. Salary policies for university system faculty do not automatically apply to vocational-technical center instructors and they may or may not be very well suited for a vocational-technical setting. However, such policies provide insight into the Board of Regents' preferences, experiences, and point of reference.

Faculty at four units of the university system (U of M, NMC, WMC, and EMC) have opted to form collective bargaining units and negotiate over their wages. The salary policies contained in the collective bargaining agreements applicable to university system faculty vary but have many similar components.

The Eastern Montana College collective bargaining agreement covers 140 faculty and includes a salary schedule with 10 steps in the instructor column, 20 steps in the assistant professor column, 30 steps in the associate professor column, and 40 steps in the professor column. Newly hired faculty are placed on the matrix according to their rank and years of prior college teaching experience. Up to four years of a combination of elementary or secondary teaching experience or nonteaching work experience related to teaching area are also granted new hires. In addition to the salary schedule amount, market adjustments are awarded faculty at EMC in the following disciplines.

Accounting	28%
Information Systems	32%
Economics	25%
Finance	35%
Management	25%
Marketing	25%
Mathematics	15%
Computer Science	15%

The administration may award up to \$6,000 additional market adjustment money to any new faculty member, and an

additional \$10,000 is authorized with approval of a joint faculty-administration committee. The collective bargaining agreement covering EMC's faculty provides a merit pool of \$28,200 in 1989-1990 and \$30,600 in 1990-1991. Employees with poor performance may have their salary frozen upon the recommendation of a committee of peers or the dean.<sup>15</sup>

The collective bargaining agreement covering forty-four Western Montana College faculty sets forth minimum salaries by rank for new hires. The Provost has discretion to hire a new faculty member above the salary minimums by an amount not to exceed \$4,000. An additional \$4,000 may be added to the base salary of a new hire with approval of the search committee which includes a majority of faculty members. Seven merit awards of \$700 are given each year. Merit pay at Western is a permanent part of a faculty member's base salary. Faculty at WMC with poor performance may receive a less than normal salary increase. Salary increases are also provided for advancement in rank and completion of a doctorate degree.<sup>16</sup>

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<sup>15</sup>Eastern Montana College Faculty Association and the Montana University System, Collective Bargaining Agreement between, July 1, 1989, 43-50.

<sup>16</sup>Western Montana College Faculty Association, Local 4323, MFT, AFT, AFL-CIO, and the Board of Regents of Higher Education, Collective Bargaining Agreement between, July 1, 1989, 35-38.

The University of Montana collective bargaining agreement covers 422 faculty. The salary provisions provide salary floors for instructors, assistant professors, associate professors and professors. There is no limit on the maximum salaries which may be offered to new hires. Merit awards in the amount of \$1,364 and less than normal increases are authorized in the U of M collective bargaining agreement. Salary enhancements are also provided faculty who are promoted in rank. Language is included in the agreement authorizing market adjustments for current faculty in academic disciplines where external markets have made recruitment or retention difficult, but no money was allocated to the market adjustment pool in the 1987-1991 contract.<sup>17</sup>

The salary methodology included in the collective bargaining agreement covering Northern Montana College's eighty-four faculty is based on the following point schedules. Category A covers employees teaching in academic disciplines and Category B covers vocational-technical faculty without a doctorate.

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<sup>17</sup>University Teachers' Union University of Montana and the Montana University System, Collective Bargaining Agreement between, July 1, 1989, 42-47.

<u>CATEGORY A</u>				
<u>DEGREE</u>		<u>NMC EXPERIENCE</u>	<u>OTHER EXPERIENCE (15 Points Maximum)</u>	
Doct.	Spec.	Mast.	Bach.	
35	25	20	10	
				<u>Other Teaching Experience</u>
				1 point per year up to 10 points, then 1/2 point per year
Points are awarded for the highest degree only.				
<u>ACADEMIC RANK</u>				
Full Professor	1.5 pt.	1 point	<u>Other Related Experience</u>	
Associate Prof.	1.0 pt.	per year	1 point per year, 5 point maximum	
Assistant Prof.	.5 pt.			

<u>CATEGORY B</u>			
<u>DEGREE</u>		<u>NMC EXPERIENCE</u>	<u>OTHER EXPERIENCE (15 Points Maximum)</u>
Mast. 20	Bach. 10	NMC	<u>Other Teaching Experience</u> 1 point per year up to 10 points, then 1/2 point per year
Points are awarded for the highest degree only.			<u>Occupational Experience</u> 2 points per year up to 10 points maximum
<u>ACADEMIC RANK</u>			<u>Other Related Experience</u>
Full Professor	1.5 pt.	1 point per year	1 point per year, 5 point maximum
Associate Prof.	1.0 pt.		
Assistant Prof.	.5 pt.		

Fifteen additional points may be awarded new NMC faculty by the President where a difficulty of recruitment has been established. If the newly hired faculty who receives a recruitment adjustment has less than or equal qualifications compared to a currently employed faculty member in the same

discipline, the current faculty member receives an additional salary point. A merit pool of no less than twenty points and no more than forty-four points is provided. Merit recipients are recommended by the departments and approved by the President. Less than normal increases are also authorized in the NMC collective bargaining agreement.<sup>18</sup>

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<sup>18</sup>Northern Montana College Federation of Teachers, and the Montana University System, Collective Bargaining Agreement between, July 1, 1987, 33-40.

## CHAPTER II SURVEY OF SALARY METHODOLOGY USED BY PUBLIC TWO-YEAR POSTSECONDARY INSTITUTIONS

### Purpose and Design of Survey

Most members of the committee charged with the responsibility of developing uniform salary methodology for vocational-technical instructors had personal experience with and knowledge of compensation practices commonly used in Montana's high school districts. Some participants were familiar with the compensation methodology common in four-year colleges and universities. None of the committee members had much familiarity with the compensation practices which were most prevalent in two-year postsecondary institutions.

Spokespersons from both committees had requested community colleges and vocational-technical institutions from throughout the nation to forward a copy of their collective bargaining agreements. A computer aided literature search also provided information regarding various compensation models which have been implemented in postsecondary institutions. Salary models included in available collective bargaining agreements are discussed in Chapter III. Salary models described in journal articles



are also summarized in Chapter III. In addition to the specific compensation models which had been assembled for consideration, it was determined that it would be useful to get a general perspective on compensation practices and trends in two-year postsecondary institutions. Many questions remained unanswered. How common was merit pay in two-year postsecondary institutions? Are salary schedules used frequently? Is advancement in rank (i.e., instructor through professor) a typical consideration for salary advancement in two-year colleges? What educational attainment levels are most frequently recognized?

In order to answer these and other questions and to get a general overview on actual compensation practices of two-year postsecondary institutions, a survey instrument was developed. A copy of the survey instrument is included in Appendix A.

The survey was mailed to 164 public community and junior colleges. A publication of the National Association of Colleges and University Business Officers (NACUBO) identifies public two-year institutions by size (total credit and noncredit headcount enrollment) and whether the institution's primary emphasis is on vocational-technical education.<sup>19</sup> Vocational-technical institutions of all

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<sup>19</sup>Nathan Dickmeyer and Anna Marie Cirino, Comparative Financial Statistics For Public Community and Junior Colleges 1987-88 (Washington, DC: National Association of College and University Business Officers, 1989), 63-68.

sizes were included in the survey group. Surveys were also mailed to two-year public institutions with a total credit and noncredit headcount enrollment of less than 5,000. Excluded from the survey sample were institutions with a total credit and noncredit headcount greater than 5,000. Seventy-four completed responses to the survey were received. The names of participating institutions are included in Appendix B.

### Results

Survey respondents were asked to select the type of salary methodology which best describe the methodology used at their institution. Five choices were provided: salary ranges (minimums and maximums), single salary schedule, multiple salary schedules, point system, and administrative discretion. The responses are included in Table 1.

TABLE 1  
SALARY METHODOLOGY TYPES

<u>TYPE</u>	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
SALARY RANGES (MINIMUMS OR MINIMUMS AND MAXIMUMS)	29	39%
SINGLE SALARY SCHEDULE	20	27%
MULTIPLE SALARY SCHEDULES	11	15%
ADMINISTRATIVE DISCRETION	8	11%
POINT SYSTEM	6	8%

> 31 > 42%

Use of salary schedules are the most common method used to compensate faculty at public two-year institutions. Single salary schedule or multiple salary schedules are used by forty-two percent of reporting surveyed institutions. These findings are consistent with the opinion expressed by another author:

Salaries in community junior colleges are usually determined by the governing board and are most often based on extent of preparation for teaching, with higher salaries for advanced degrees and years of experience which improve capacity to teach. In the two-year institutions, teachers enjoy little ability to bargain individually on the basis of special talents.<sup>20</sup>

In 1983, a survey of salary and compensation methodology found in collective bargaining agreements was done by the National Center for the Study of Collective Bargaining in Higher Education and the Professions.<sup>21</sup> The survey was based on a review of 207 collective bargaining agreements which were on file. There were 134 two-year colleges in the survey sample and 73 four-year colleges from both the public and private sector. That survey reached the following conclusions:

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<sup>20</sup>Guy E. Brown, "Rank and Salary of Instructors at the Community Junior College," Peabody Journal of Education, 54 (July 1977) 267.

<sup>21</sup>Joel M. Douglas, "Salary and Compensation Methodology in Academic Collective Bargaining," National Center for the Study of Collective Bargaining in Higher Education and the Professions Newsletter, 11 No. 1 (January-February 1983), 1-8.

Movement on steps and lanes was the most popular method of compensation in two-year colleges (35%) while percentage or dollar amount increases on base salaries was the most frequently specified payment method in four-year agreements.<sup>22</sup>

Speaking strictly to salary methodology at two-year institutions the 1983 survey found:

. . . salary grids were by far the most prevalent. Nearly half of the contracts in the sample provided for a grid system with both vertical experience/longevity steps and horizontal lanes related to degrees and rank . . . Next in frequency were agreements which provided for minima and maxima salaries.<sup>23</sup>

The 1983 survey done by the National Center for the Study of Collective Bargaining in Higher Education and the Professions had results which are similar to the survey done by the bargaining committee in that both surveys found salary schedules or grids to be the most popular salary methodology in two-year colleges followed by a method governed by salary minimums or minimums and maximums.

Rank advancement (i.e., instructor to assistant professor, etc.) is a consideration in salaries policies at only ten institutions or thirteen and one-half percent of respondents. Fewer institutions in the survey group use academic rank than reported in a 1977 journal article. The

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<sup>22</sup>Ibid., 6.

<sup>23</sup>Ibid.

author of the 1977 article found:

In spite of the differences between preparation and function, there is an increasing trend to classify the two-year college teacher according to the academic ranking system of the four-year college. About one third of public two-year institutions reporting salary information to the National Education Association Study have academic rank, and the number is steadily increasing.<sup>24</sup>

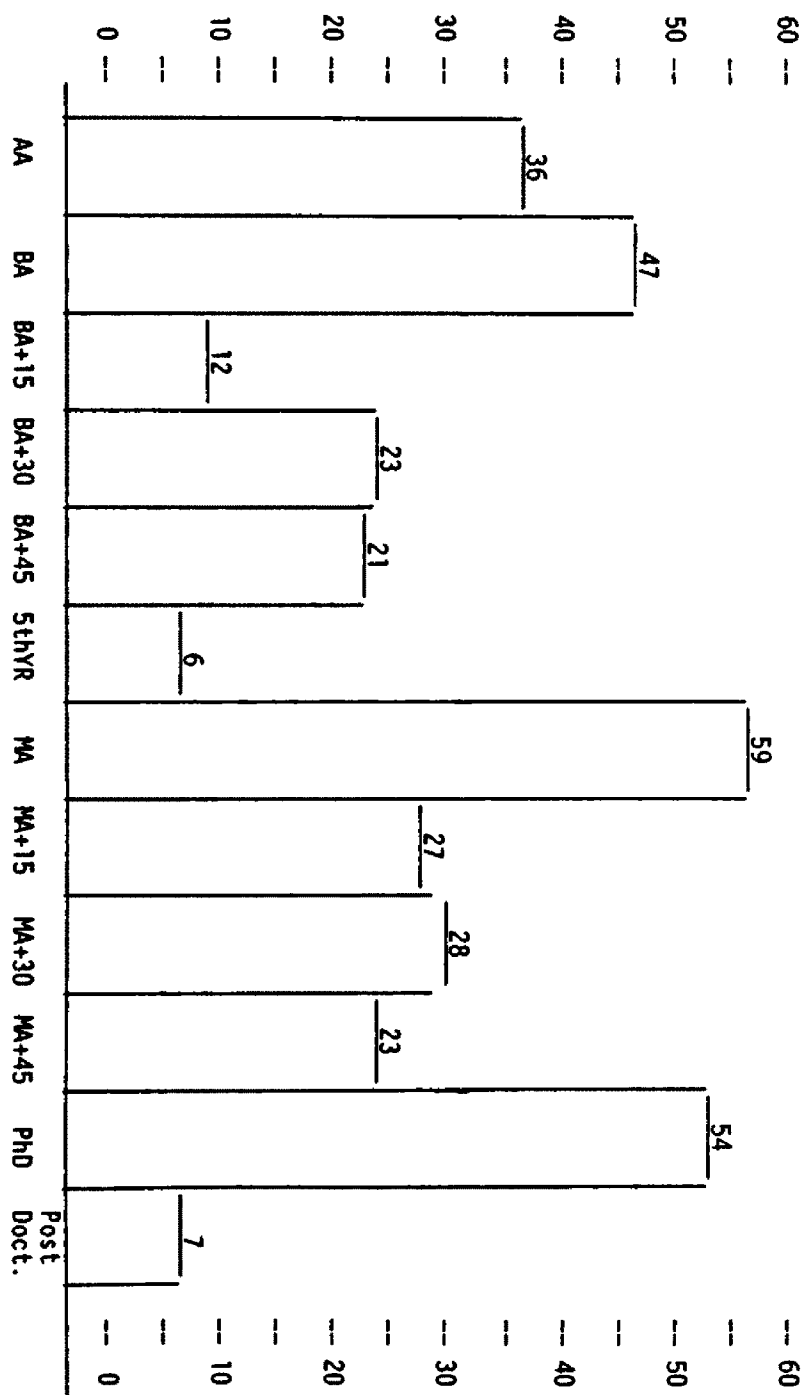
The 1977 journal article prediction of increased use of academic rank in two-year institutions is inconsistent with the results of the committee's survey. It may be because rank advancement is less common in smaller community colleges and institutions with a vocational-technical emphasis which were the focus of the committee's survey.

Respondents were asked to identify the education attainment levels addressed in the salary methodology used to compensate faculty at their home institution. The results are included in Table 2. Formal education degrees at and above the four-year level were factors in compensation determination policies in a significant majority of institutions surveyed. Bachelor's degrees were recognized for salary purposes at sixty-three percent of surveyed institutions; master's degrees were recognized at

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<sup>24</sup>Guy E. Brown, "Rank and Salary of Instructors at the Community Junior College," Peabody Journal of Education, 54 (July 1977) 268.

## EDUCATION ATTAINMENT LEVELS RECOGNIZED



eighty percent of institutions surveyed; and doctorate degrees were recognized at seventy-three percent of institutions surveyed. Associate degrees were recognized in fewer institutions--forty-nine percent. College credit hours in combination with formal degrees were recognized much less frequently than formal degrees alone. Teaching certificates from state accrediting agencies were a factor in compensation policies at only twenty-one institutions or twenty-eight percent of those responding.

The respondents were asked whether the salary methodology used to compensate faculty at their institutions recognized nonacademic training. The responses are included in Table 3.

TABLE 3  
NONACADEMIC TRAINING RECOGNIZED

	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
Apprenticeships	26	35%
Military Technical or Training Schools	26	32%
Factory Training	29	39%
Nondegree Technical Education	34	46%
Alternatives at Workshops/Seminars	30	41%

Nonacademic training is recognized for salary purposes at surveyed institutions much less frequently than formal academic degrees.

Teaching experience is a factor in compensation policies at a preponderance of institutions surveyed. Table 4 highlights the responses from institutions regarding the types of teaching experience recognized.

TABLE 4  
TEACHING EXPERIENCE RECOGNIZED

	<u>POSITIVE RESPONSES</u>	<u>PERCENTAGE</u>
Teaching Experience at Present Institution	58	78%
Teaching Experience at other Postsecondary Institutions	53	72%
High School Teaching Experience	49	66%
Elementary School Teaching Experience	32	43%
Graduate Assistantships	20	27%

Related industry experience is recognized for salary purposes at fifty-three institutions or seventy-two percent of those surveyed, the same number that recognize teaching experience at other postsecondary institutions.

Merit pay is a factor in only eleven institutions or fifteen percent of respondents. Nine of the respondents indicated that merit pay becomes a part of base salary and only two respondents treat merit as a bonus and do not add merit pay to a recipient's base salary. Less than normal salary increases for employees with poor performance are



authorized in salary policies at eighteen institutions or twenty-four percent of those surveyed.

Market adjustments for hard-to-hire disciplines are provided for at thirty-seven institutions or fifty percent of the respondents. All surveyed institutions that provide market adjustments do so for new hires. Only nine institutions or twelve percent of the respondents grant market adjustments for current employees.

Special adjustments for uniquely qualified individuals are allowed in twenty-five institutions or thirty-five percent of the respondents, and discretionary adjustments to resolve inequities are allowed in thirty-one institutions or forty-two percent of those institutions responding to the survey. Only seventeen institutions or twenty-three percent of respondents grant a salary increase upon receipt of tenure.

Practices regarding additional stipends paid for supervisory, extra duty, and extra curricular assignments were also surveyed. This topic is not directly related to the salary methodology issue but was the subject of considerable debate during previous negotiations between the parties. Table 5 summarizes the results to the inquiry concerning extra duty assignments.

TABLE 5  
ADDITIONAL COMPENSATION PROVIDED

	<u>POSITIVE RESPONSES</u>	<u>PERCENTAGE</u>
Supervisory/Administrative (Department chair) stipends	55	74%
Additional teaching assignments	49	66%
Student newspaper	15	20%
Advisor to student organizations	13	18%
Maintenance of tools and equipment	10	14%
More course preparations than typical	8	11%
Larger classes (more students)	2	3%
First Aid/Safety Responsibilities	2	3%
Master Teacher/Mentoring	2	3%

Most surveyed institutions provide additional compensation for faculty with administrative/departments chair assignments (fifty-five institutions or sixty-six percent of respondents) and with additional teaching assignments (forty-nine institutions or sixty-six percent of respondents).

#### Summary and Conclusions

The survey of seventy-four public two-year postsecondary institutions found that salary schedules were the most prevalent form of salary methodology (thirty-one institutions or forty-two percent of the respondents). Salary minimums or minimums and maximums were almost as prevalent (twenty-nine institutions or thirty-nine percent of the respondents).

The most commonly addressed compensation factors are teaching experience at present institutions (seventy-eight percent) and formal education degrees, specifically master's degrees (eighty percent), and doctorate degrees (seventy-three percent). Teaching experience at other institutions (sixty-six percent) and related industry experience (sixty-six percent) were also very commonly addressed in the surveyed institutions' salary methodology. A significant number of surveyed institutions recognized apprenticeships (thirty-five percent), nondegree technical education (forty-six percent), and attendance at workshops and seminars (forty-one percent).

Market adjustments for hard-to-hire disciplines are provided for in half of the institutions surveyed; a majority provide such adjustments for newly hired individuals. Special adjustments for uniquely qualified individuals are provided for in thirty-five percent of responding institutions, and forty-two percent of such institutions allow discretionary adjustments to resolve inequities. Receipt of tenure typically does not trigger a salary increase.

Only eleven institutions or fifteen percent of respondents provide merit pay for exemplary performance and eighteen institutions or twenty-four percent of the respondents grant less than normal increases to faculty with poor performance.

Stipends are provided faculty with supervisory, department chair responsibilities in seventy-four percent of institutions responding, and sixty-six percent of such institutions provide additional compensation to faculty who have more teaching assignments than typical.

The survey results provided a useful general overview of compensation practices at smaller two-year community colleges and vocational-technical institutions. The results clearly identified criteria for salary determination which are used by a large percentage of responding institutions. It was not surprising that salary schedules are the most often used method for determining salary levels but more institutions used alternative approaches than expected. Most responding institutions appeared to rely on easily measured factors; only a few responding institutions have implemented merit pay. Market adjustments are more popular than anticipated.

The survey results showed sufficient variety in compensation practices to encourage the committee to approach the task of developing a salary plan for Montana's vocational-technical center instructors creatively. The survey results highlighted some often used compensation factors such as educational degrees and years of teaching experience but also pointed out the considerable amount of diversity in responding institutions' practices.

A more detailed look at specific elements of individual compensation plans is needed. Summaries of specific compensation plans included in collective bargaining agreements and discussed in journal articles are included in Chapter III.

### CHAPTER III

#### THE PROCESS USED TO DEVELOP A SALARY METHODOLOGY

##### Alternatives to Traditional Collective Bargaining

The traditional collective bargaining model has often been characterized as confrontational, thriving on adversity, and many believe it is particularly inappropriate in educational environments. One author states:

Collective bargaining, better described as confrontational bargaining, thrives on adversity. Borrowed from private sector industrial relations, traditional collective bargaining has fostered in educational institutions the same "we-they" mentality found in factories, shops, and plants. Little attention has been given to the fact that the motivations of those in the industrial labor force and those in education are quite disparate.<sup>25</sup>

Several different models for alternatives to traditional means of collective bargaining have been suggested by practitioners and academics including

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<sup>25</sup>Kendrick Scott, "The Case Against Collective Bargaining in Public Education," Government Union Review, 3 (Winter 1980), 16.

"win/win" negotiations, integrative bargaining, collective gaining, and the communications laboratory model. Each has unique characteristics but all stress open communication and collaboration over conflict.

Dr. Irving Goldaber proposed creation of a Communications Laboratory as a means of collaborative problem solving which earned the following endorsement of the Confederation of Oregon School Administrators:

Conflict is inevitable. It is a part of the life experience. Dr. Irving Goldaber has authored a process that provides an approach to conflict resolution that works. The "win/win" approach offers a most valuable option that provides all parties involved in the conflict a successful resolution.<sup>26</sup>

According to Dr. Goldaber, open communication is the critical ingredient to the "win/win" model of conflict resolution. He states:

If . . . the adversarial bodies seek to explore the benefits of a COLLABORATE relationship they will enter into a COMMUNICATION. They will have to share a universe of discourse and a body of information. They will have to recognize, appreciate and surmount cross-cultural differences. They will have to employ a two-way dialogue at the feeling level, with input from the receiver of the communication, as well as from the communicator.<sup>27</sup>

Dr. Goldaber outlines the assumptions, procedures, method for selection of participants, and even the optional

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<sup>26</sup>Irving Goldaber, Transforming Conflict Into A "Win/Win" Outcome, (Salem, Oregon: Confederation of Oregon School Administrators, 1982), iv.

<sup>27</sup>Ibid., 7.

seating arrangement for his suggested "Communications Laboratory" which is the vehicle he says creates the win/win outcome in situations of social conflict:

In the case of two groups, laboratory participants sit in a circle of chairs with one faction facing the other. The facilitator sits at the head of the circle separating (at one end) one faction from the other . . . . The participants of the two groups are then placed in their two separate groups to caucus and to prepare their complaints, concerns, questions and hopes -- regarding their opponent group. These grievances are written on large newsprint pad taped onto the walls of the room -- all four walls, with each faction's pages of grievances behind it.<sup>28</sup>

The process for discussing these grievances is governed during the initial stages by the following specific ground rules.

Anything any participant raises is in order.

Each participant speaks as long as he or she desires.

Individuals are recognized by the facilitator in the sequence in which they signal for the floor.

A participant speaks as often as she or he wants.

The chart being discussed remains on the agenda until discussion regarding it has been exhausted.<sup>29</sup>

This procedure is later modified to enable back and forth discussion. An additional ground rule is added after the

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<sup>28</sup>Ibid., 19.

<sup>29</sup>Ibid., 21.



participants demonstrate their proficiency with the process where the speaker is given the option to accept or not to accept an interruption. After the facilitator believes the participants can successfully deal with the interruption arrangement, waiting for one's turn is no longer required and the dialogue moves along in a more spontaneous manner. After all of the group's items have been covered, with no time limitation ever imposed on the dialogue, mixed groups are formed and are asked to formulate recommendations. The unanimous recommendations form the basis for the resolution to the problem.

Collective gaining is another term used to describe an alternative approach to adversarial negotiations which was advocated by Richard Wynn. Wynn coined the term collective gaining by deleting the first three letters in bargaining. He says the change from bargaining to gaining creates a profound change in the concept and the process. "Collective gaining suggests that when persons interact in a truly collective and collaborative transaction they may all gain together."<sup>30</sup> Wynn compares collective gaining to Dr. Goldaber's communications laboratory model and traditional bargaining in the table included below.

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<sup>30</sup>Richard Wynn, Collective Bargaining: An Alternative to Conventional Bargaining, (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1983), p. 7.

TABLE 6<sup>31</sup>  
A COMPARISON OF GAINING, COMMUNICATION LAB,  
AND BARGAINING MODELS

Characteristics	Gaining	Comm. Lab	Bargaining
Open discussion prevails among participants	yes	yes	no
Designed to foster "I'm OK, you're OK"	yes	yes	no
Board members and teachers participate	yes	yes	no
Chief Executive Officer participates in problem solving	yes	limited	no
Direct and continuous with all teachers, board members, administrators, and others	yes	no	no
Agreements beyond traditional personnel matters sought	yes	no	no
Agenda built upon problems, not demands	yes	yes	no
Operative year round	yes	no	no
Professional negotiators used	no	no	yes
Formal contract produced	no	yes	yes
Outside consultant and/or facilitator necessary	no	yes	no
Capability of quick fix during breakdown of bargaining	no	yes	NA

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<sup>31</sup>Ibid., 31.

Dr. Wynn believes collective gaining councils and the communications laboratory model are both compatible and complimentary. He suggests:

The ideal arrangement would be the use of the communications laboratory to reach agreement on personnel matters in contract negotiations and the gaining model to develop policies and practices on a range of problems, using an open, participative mode on a year-round basis.<sup>32</sup>

Rodney Kuhns, a school superintendent with considerable practical experience, describes a hybrid or improved model of win/win negotiating. After working with the Communications Laboratory model, Dr. Kuhns observed several problems including: lack of time controls, disadvantaged board members due to their relative lack of experience, structure problems during committee meetings due to insufficient direction from the facilitator, and most importantly lack of win/win instruction on optional communications strategies and techniques. Dr. Kuhns suggests additional training be provided participants on win/win strategies and techniques before beginning the process. He believes time restrictions should be imposed and the length of meetings limited. In lieu of using subcommittees to generate possible alternative solutions, Dr. Kuhns would turn the matter over to skilled negotiators for a set period (three weeks is suggested) who would later

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<sup>32</sup>Ibid., 48.

report back to joint sessions of both teams. Most significant is Dr. Kuhns' observation that:

. . . win/win negotiating does not require a communications laboratory format. It can be applied to any bargaining process because it is a philosophy and not a process.<sup>33</sup>

The concept of collective gaining or win/win negotiations is not a new one. In the mid-1920s Mary Parker Follett, first a Boston social worker and later a management theorist, introduced the concept of integrative problem solving as an alternative to conventional conflict resolution measures then found in most public and private sector organizations. Follett was the first theorist to propose that the success of an organization is related to the link between product and process. She envisioned an organization as a dynamic system of personal relationships wherein "the process . . . is as important . . . as the product."<sup>34</sup> Ms. Follett believed conflict was neither good nor bad, rather it only represented the appearance of differences in opinion and interest. Instead of using

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<sup>33</sup>Rodney J. Kuhns, "Win/Win Negotiating-Process or Philosophy?," Journal of Collective Negotiations in the Public Sector, 15:3 (1986), 287.

<sup>34</sup>Mary Parker Follett, Creative Experience, New York: Longmans, Green, 1924, 141.

power, force, or compromise, Follett championed the use of integrative problem solving. Integrative problem solving requires the blending of desires to produce common goals that foster a more compassionate, creative, and patient commitment to the resolution of issues so that all parties feel a sense of winning. Integrative bargaining is contrasted to traditional forms of bargaining sometimes referred to as distributive bargaining by one author as follows:

Distributive bargaining presumes there is a fixed sum of power, benefits and rewards to be distributed between two adversaries. Each struggles to get as much as possible at the expense of the other. Integrative bargaining presumes that power, benefits, and rewards are not limited and that through integration both sides can gain.<sup>35</sup>

#### Considerations of Employer and Union Representatives

The conflict resolution model selected by the parties charged with the responsibility for developing a salary model for vocational-technical center instructors grew more out of expedience than adherence to any specific philosophy or deliberate preference for a particular approach advocated by the literature. The parties had prior experience negotiating a first collective bargaining

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<sup>35</sup>Pat E. Crisci, "Implementing Win/Win Negotiations in Educational Institutions," Journal of Collective Negotiations, 15, No. 2 (1986), 119.

agreement using traditional procedures. That process took over a year and was resolved fairly amicably although a state mediator was necessary during the final stages in order to finally secure an agreement. A level of trust had been established during prior negotiations. The prior experience allowed the parties to take a risk and consider another approach. In addition, the issue under consideration seemed particularly well suited for an alternative problem solving process.

There was no interest in securing the services of a facilitator/consultant. Facilitators are an important component to some of the alternative models which have been suggested. Facilitators are quite expensive--always a consideration in government. Hiring a facilitator would also involve a greater commitment to an alternative process and a loss of control over the process which the parties were not ready for. The parties' willingness to try an alternative approach was based on the understanding that either committee could request a return to formal negotiations at any time.

The process used by employer and union representatives to reach consensus on compensation methodology for vocational-technical center instructional employees is summarized in the following subsections.

### Preliminary Meeting Between Committee Chairpersons

One week prior to the first meeting, spokespersons from the employer and union negotiating committees met to discuss ground rules and general procedures to be followed, and to establish a preliminary meeting schedule. The two spokespersons then drafted a memorandum incorporating recommendations on those matters for prior distribution to committee members and discussion and agreement by both committees at the upcoming joint meeting. The recommendations dealt with meeting schedules, release time for faculty representatives, meeting format, and a proposed agenda.

September was identified as the optimal target date for a preliminary recommendation on salary methodology, which was only seven months away. Six tentative meeting dates were selected, the third Tuesday of each month. Participants lived in Helena, Butte, Missoula, Great Falls, and Billings, and Helena was the most central meeting location. Meetings would generally commence at either 9:00 a.m. or 1:00 p.m. Additional group meetings would be scheduled as necessary and some subcommittee meetings were anticipated.

The employer agreed to grant faculty representatives on the committee paid time to attend negotiations with the understanding that all instructional assignments must be

adequately covered. Prior to the scheduled committee meetings, faculty representatives were to provide the appropriate supervisor with a plan for covering missed courses. The plan must be approved by the supervisor and if the plan involved hiring a substitute, the union would reimburse the employer for the cost of the substitute. The union president should approve substitute costs in advance and retained the option of not authorizing payment and excluding the employee representative from attendance at the negotiations meeting. The faculty member was responsible for securing the union president's approval for payment of substitute costs. The union was responsible for the travel and per diem expenses of faculty representatives.

Preliminary discussion on meeting format indicated interest in a different, less stylized approach to bargaining. Meetings should be informal to the extent practical. There would be official chairpersons for each bargaining committee. However, each committee member would be encouraged to share his or her personal opinions. Initially, issues would be discussed openly without team positions or specific written proposals or counterproposals. The meeting agenda would typically be set in advance by the committee chairpersons.

A written agenda for the first negotiations meeting was developed and distributed prior to the first bargaining session. That agenda provided for discussion of: 1)



meeting schedule and procedures; 2) data collection needs; 3) scope of committee responsibilities; 4) discussion of a work plan; and 5) identification of compensable factors. The work plan suggested included three major tasks: 1) identification of compensable factors; 2) application of compensable factors; and 3) implementation of methodology. All committee members were asked to be prepared to put forward the factors such as education, experience, merit, etc. which they felt should be part of a salary determination methodology for vocational-technical center instructional employees. These factors are referred to as compensable factors.

#### The First Meeting, March 1990

At the first committee meeting, the participants discussed and agreed upon the schedule of meeting dates which was distributed earlier. The committee members approved September as the targeted goal to arrive at a recommendation. The proposed plan for providing employee representatives with release time to attend negotiations was concurred in by all participants. Everyone attending agreed upon a less stylized approach to future meetings. The committee discussed data collection needs and procedures.

The two chairpersons encouraged all committee members to bring any information they could locate which

would provide a basis for comparison with peers and ideas for salary methodology. Union and employer committee chairpersons stated they had both been collecting collective bargaining agreements from other states covering instructional employees employed by community colleges and vocational-technical institutions. The committee members decided to give all of the agreements to the union committee chairperson. The chairperson volunteered to prepare a listing of all the available collective bargaining agreements for distribution at the next meeting.

Brainstorming was suggested by the committee chairpersons as a means for generating ideas for possible compensation factors without having each team formulate a specific position on the matter. The taking of specific positions on the factors would be premature at this stage of the process. The discussion by Roger Fisher and William Ury on brainstorming which is included in Getting to Yes was distributed to all participants. Fisher and Ury discuss the purpose and process of brainstorming as follows.

A brainstorming session is designed to produce as many ideas as possible to solve the problem at hand. The key ground rule is to postpone all criticism and evaluation of ideas. The group simply invents ideas without pausing to consider whether they are good or bad, realistic or unrealistic. With those inhibitions removed, one idea should stimulate another, like firecrackers setting off one another.<sup>36</sup>

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<sup>36</sup>Roger Fisher and William Ury, Getting to Yes, New York: Penguin Books, 1981, 62-63.

Fisher and Ury make it clear that there is no one right way to run a brainstorming session and encourage parties to tailor the process to their own needs and resources. They suggest the following guidelines be considered prior to actual commencement of brainstorming.

**Before brainstorming:**

1. Define your purpose. Think of what you would like to walk out of the meeting with.
2. Choose a few participants. The group should normally be large enough to provide a stimulating interchange, yet small enough to encourage both individual participation and free-wheeling inventing -- usually between five and eight people.
3. Change the environment. Select a time and place distinguishing the session as much as possible from regular discussions. The more different a brainstorming session seems from a normal meeting, the easier it is for participants to suspend judgment.
4. Design an informal atmosphere. What does it take for you and others to relax? It may be talking over a drink, or meeting at a vacation lodge in some picturesque spot, or simply taking off your tie and jacket during the meeting and calling each other by your first names.
5. Choose a facilitator. Someone at the meeting needs to facilitate -- to keep the meeting on track, to make sure everyone gets a chance to speak, to enforce any ground rules, and to stimulate discussion by asking questions.<sup>37</sup>

The following are Fisher and Ury's suggested procedures for implementing the brainstorming concept:

**During brainstorming:**

1. Seat the participants side by side facing the problem. The physical reinforces the psychological. Physically sitting side by side can reinforce the mental attitude of tackling a common problem together. People facing each other tend to respond personally and engage in dialogue or argument; people sitting side by side in

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<sup>37</sup>Ibid., 63.

a semicircle of chairs facing a blackboard tend to respond to the problem depicted there.

2. Clarify the ground rules, including the no-criticism rule. If the participants do not all know each other, the meeting begins with introductions all around, followed by clarification of the ground rules. Outlaw negative criticism of any kind.

Joint inventing produces new ideas because each of us invents only within the limits set by our working assumptions. If ideas are shot down unless they appeal to all participants, the implicit goal becomes to advance an idea that no one will shoot down. If, on the other hand, wild ideas are encouraged, even those that in fact lie well outside the realm of the possible, the group may generate from these ideas other options that are possible and that no one would previously have considered.

Other ground rules you may want to adopt are to make the entire session off the record and to refrain from attributing ideas to any participant.

3. Brainstorm. Once the purpose of the meeting is clear, let your imaginations go. Try to come up with a long list of ideas, approaching the question from every conceivable angle.

4. Record the ideas in full view. Recording ideas either on a blackboard or, better, on large sheets of newsprint gives the group a tangible sense of collective achievement; it reinforces the no-criticism rule; it reduces the tendency to repeat; and it helps stimulate other ideas.<sup>38</sup>

After the conclusion of brainstorming Fisher and Ury suggest the following:

**After brainstorming:**

1. Star the most promising ideas. After brainstorming, relax the no-criticism rule in order to winnow out the most promising ideas. You are still not at the stage of deciding; you are merely nominating ideas worth developing further. Mark those ideas that members of the group think are best.

2. Invent improvements for promising ideas. Take one promising idea and invent ways to make it better and more realistic, as well as ways to carry it out. The

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<sup>38</sup>Ibid., 64.

task at this stage is to make the idea as attractive as you can. Preface constructive criticism with: "What I like best about that idea is . . . . Might it be better if . . . ?"

3. Set up a time to evaluate ideas and decide. Before you break up, draw up a selective and improved list of ideas from the session and set up a time for deciding which of these ideas to advance in your negotiation and how.<sup>39</sup>

After everyone read the distributed excerpts from Getting to Yes, one of the committee members volunteered to facilitate the group's effort to develop a broad range of compensation factors. The group changed their normal seating arrangement and instead of sitting across the table from one another, they formed a semicircle and faced a wall as recommended by Fisher and Ury. A flip chart was set up in front of the group. As factors were suggested by the group members they were written down on the chart by the facilitator. Another team member taped pages full of suggested factors onto the wall. The process took less than two hours.

When no one had any additional factors to suggest, some preliminary discussion took place on the relative merit of the various factors. Factors which everyone in the group thought to be important were starred and factors all agreed were not worthy of additional consideration were crossed off. The factors which were not crossed off were

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<sup>39</sup>Ibid., 64-65.

then grouped into several broad categories. The grouping of possible compensation factors and the specifics included thereunder follow.

### Education

- Formal Education (Academic degrees, coursework)
  - Associate
  - Bachelor's
  - Fifth Year Program
  - Master's
  - Doctorate, Ed.D.
  - M.D., J.D., D.D.S.
  - (Alternative track for those without formal degrees)
- Training, Factory Schools
- Technical Education (Nondegree)
- Apprenticeships
- Military Service
- Certification
- Licenses
- Attendance at Workshops

### Experience

- Prior Teaching (Secondary and Postsecondary)
- Longevity in Vocational-Technical System
- Occupational Experience (Recency and Relevancy)
- Tenure

### Assignment/Workload

- Extended Assignments
- Master Teacher/Mentoring (Instruction)
- Lab Maintenance
- Number of Preparations (New Courses)
- Length of Day
- Credit Hours (Load)
- Committee Work
- Community Involvement
- Supervisory (Administrative-Department Chair)
- Environmental (Safety-First Aid)
- Summer
- Extended Day

### Merit

- Incentive
- Student Recruitment
- Student Placement
- Publishing/Research
- Quality of Instruction
- Community Involvement
- Committee Work

Public Work  
Innovative Ideas  
Grant Writing  
Certification/Accreditation  
Student Evaluations  
Curriculum Development  
Staying Current (Professional Development)  
Recognition from Industry  
Recognition from Professional Groups

Other

Market Demands for Recruitment  
Market Demands for Retention  
Discipline or Instructional Area  
Cost of Living  
Discretionary  
Early Retirement

After discussing the relative merit of the experience factors the group decided that both prior teaching and occupational experience were important factors which should be incorporated into whatever salary methodology was agreed upon. Differentiation between secondary and postsecondary aspects of teaching experience needed further discussion. No agreement was reached on the longevity factor and further discussion was necessary and expected. Faculty representatives believed recognition in the form of a salary enhancement ought to be given for longevity (each year of experience at the vocational-technical center).

The Second Meeting, April 1990

The second meeting began with a review of the accomplishments of the prior meeting and discussion of the objectives for the day. The first task was to review the

factors which were generated at the previous meeting, add any ideas not considered, then proceed to narrow the list by evaluating the factors and removing those factors all considered to be unworkable or undesirable. After over two hours of discussion, the following groupings were agreed upon.

Education:

Formal Education  
Training, Technical, Apprenticeship (nontraditional settings)  
Certification and Licenses

Experience:

Prior Teaching (Recognition for elementary teaching 2 to 1 credit possible)  
Longevity in System/Tenure--Satisfactory Performance  
Occupational Experience

Assignment/Workload:

No further consideration. This matter was already addressed in the collective bargaining agreement.

Other:

Market Demands for Recruitment  
Market Demands for Retention  
Discretionary for Inequities

Merit: (Relevant because of particular interest to the Board of Regents)

Incentive  
Student Recruitment  
Placement/Publishing Effectiveness  
Quality of Instruction  
Community Involvement  
Committee Work  
Public Works  
Professional Development  
Innovative Ideas  
Grant Writing  
Curriculum Development



Student Evaluation  
Recognition from Industry  
Recognition by Professional Groups  
Certification for your center  
Accreditation

The group decided the next major task for a future meeting would be to examine various compensation models which could serve as a guide in the development of a compensation plan for Montana's vocational-technical center instructional employees. The spokespersons encouraged everyone in the group to identify and bring to the next meeting different models for compensating instructors.

Participants voiced a desire for a broader sampling of the salary methodology in place at similar institutions throughout the country. A survey instrument and survey sample group was discussed and agreed upon. That survey is the subject of Chapter II of this paper.

### The Third Meeting, May 1990

Many different methods of salary determination in use at other institutions were brought to the third meeting for review and discussion. The group preferred to emphasize the more practical material such as actual salary models rather than general academic discussions of the pros and cons of the application of different compensation factors. The two spokespersons brought most of the models and articles to the meeting for discussion. The articles and models were distributed to the group so that each

participant had one or two articles or models to review and report on. A recess was necessary to allow members of the group an opportunity to review their articles or compensation models and get prepared to make a presentation to the group. After the break the participants took their turn at presenting the important features of their models or articles to the other committee members.

The employer and union spokespersons collected and reviewed seventeen collective bargaining agreements from community colleges and fourteen collective bargaining agreements from vocational-technical colleges or institutes. A list of the collective bargaining agreements reviewed are included in Table 7.

TABLE 7  
COLLECTIVE BARGAINING AGREEMENTS  
REVIEWED BY COMMITTEE MEMBERS

<u>Community Colleges</u>	<u>State</u>	<u>Expiration Date</u>
Adirondack Community College	NY	1992
Broome Community College	NY	1993
Centralia Community College	WA	1992
Coast Community College	OR	1989
Community College of Allegheny County	PA	1989
Community College of Baltimore	MD	1990
Connecticut Community Colleges	CT	1991
Cook County Community College	IL	1989, 1993
<u>Community Colleges</u>	<u>State</u>	<u>Expiration Date</u>
Dodge City Community College	KA	1990
Flathead Valley Community College	MT	1991
Gloucester County College	NJ	1992
Highline Community College	WA	1989
Monroe Community College	NY	1990
Nassau Community College	NY	1991
Portland Community College	OR	1989
Quinnipiac College	CT	1992
Seattle Community College	WA	1989
University of Alaska	AK	1976

TABLE 7  
(Continued)

<u>Technical Colleges and Vo-Techs</u>	<u>State</u>	<u>Expiration Date</u>
Blackhawk Technical College	WI	1989
Connecticut State Technical Colleges	CT	1988
Connecticut State Vocational Institutions	CT	1989
Fashion Institute of Technology	NY	1980, 1990
Fox Valley Technical Institute	WI	1987
Lakeshore Technical College	WI	1989
Madison Area Technical College	WI	1991
Maine Vocational Technical Institute	ME	1991
Metropolitan Technical Community College	NB	1988
Milwaukee Vocational-Technical Unit	WI	1987
New Jersey Institute of Technology	NJ	1989
Northwest Technical College	OH	1988
Renton Vocational-Technical Institute	WA	1991
Waukesha County Technical Unit	WI	1987, 1989

Most of the collective bargaining agreements reviewed provided no new ideas or particularly useful information. Some contained traditional teacher salary schedules with which the parties were quite familiar. Some of the agreements provided for percentage or dollar increases to current employees' salaries but did not address criteria for initial salary determination. Only a few of the agreements reviewed addressed market differentials for hard-to-hire disciplines or pay for performance. The more innovative salary methodologies were distributed to the group for discussion at the third group meeting. The following subsection includes a summary of the salary methodologies identified from a review of collective bargaining agreements which were considered by committee members to have potential for application in Montana's vocational-technical centers.

## Salary Models Included in Collective Bargaining Agreements

### Seattle Community College<sup>40</sup>

The Seattle Community College District collective bargaining agreement provides for a salary schedule consisting of eight lanes. Separate standards exist for placement on the salary schedule for vocational and non-vocational employees. Table 8 summarizes the salary schedule placement equivalencies at Seattle Community College.

### Connecticut Community College<sup>41</sup>

Connecticut Community College uses the traditional higher education model of promotions in rank from instructor, to assistant professor, associate professor and professor. After meeting a threshold requirement in terms of a combination of education and experience, employees

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<sup>40</sup>Seattle Community College Federation of Teachers, Local 1789, and the Board of Trustees of Seattle Community College District No. 6, Collective Bargaining Agreement between, July, 1987, 31-36.

<sup>41</sup>Congress of Connecticut Community Colleges AAUP; SEIU, AFL-CIO, and the Board of Trustees Connecticut Community Colleges, Collective Bargaining Agreement between, July 1, 1989, 50-58.

TABLE 8

SEATTLE COMMUNITY COLLEGE  
STANDARDS FOR SALARY PLACEMENT

LANE 0	LANE I	LANE II	LANE III	LANE IV	LANE V	LANE VI	LANE VII
Baccalaureate Degree (B.A., B.S., B.Ed.)	Master's Degree (M.A., M.S., M.Ed., M.S.W., etc.)	Master's Degree + 15 approved credits	Master's Degree + 30 approved credits	Master's Degree + 45 approved credits + 3 years approved full-time teaching experience *	Master's Degree + 60 approved credits + 4 years approved full-time teaching experience *	Master's Degree + 75 approved credits + 5 years approved full-time teaching experience *	Master's Degree + 90 approved credits + 6 years approved full-time teaching experience *
	Learning Period + 3 years' experience	Learning Period + 3 years' experience + 15 approved credits	Learning Period + 3 years' experience + 30 approved credits	Learning Period + 3 years' experience + 45 approved credits + 3 years approved full-time teaching experience *	Learning Period + 3 years' experience + 60 approved credits + 4 years approved full-time teaching experience *	Learning Period + 3 years' experience + 75 approved credits + 5 years approved full-time teaching experience *	Learning Period + 3 years' experience + 90 approved credits + 6 years approved full-time teaching experience *

**LEARNING PERIOD:** Apprentice training, formal education and/or on-the-job training.

**EXPERIENCE:** Full-time work experience beyond learning period and related directly to instructional assignment. Evaluated at 2 years approved occupational related or supervisor experience for each salary schedule step. Maximum of 5 steps allowed on initial placement for related experience, plus 3 steps maximum for supervisory experience. Return to industry (approved leave of absence) equated at one calendar year of full-time employment to one salary step.

**APPROVED CREDIT:** As outlined in Article IX (Professional Development).

**TEACHING EXPERIENCE:** Full-time teaching experience is rated as a minimum of 3 quarters or 2 semesters in any calendar year. Credit for teaching experience outside the SCC District must be documented.

**DOCUMENTATION:** Official transcripts are documentary proof of degree and credit completion and must be on file at the District Personnel Office before salary credits will be allowed. Retroactive salary credit will not be allowed because of failure to document earned credits promptly. Credits will be applied for salary purposes in the quarter following documentation. Employees are responsible for the proper documentation of their own credits.

must apply for promotion and receive positive evaluations and recommendations from peer committees and administrators. Equivalencies have been provided vocational-technical faculty at Connecticut Community College which allow a combination of years of approved industrial experience to substitute for graduate degree requirements which are a prerequisite for advancement in rank for faculty in academic disciplines. Exceptions to the required threshold requirements which allow more rapid progression through the rank may be petitioned for by faculty with special qualifications. Special qualifications are determined through evaluation of the following considerations: 1) scope of practical experience as measured by appropriate wage-earning occupational experience; 2) previous successful experience in administration or supervision of vocational education programs; 3) special professional assignments; 4) leadership in state, regional and national professional activities and associations; 5) authorship, including the preparation of instructional materials and contributions to professional literature; 6) contributions through independent research; 7) receipt of awards, fellowships, or similar recognition; 8) professional experience in the armed forces; 9) travel; and 10) education beyond the minimum requirement. No guidance is provided in the

collective bargaining agreement on how to weigh or evaluate the special qualifications considerations listed.

#### Lakeshore Technical College<sup>42</sup>

Lakeshore Technical College pays salary differentials for education levels from a bachelor's degree through master's plus twenty-five credits. A salary increment is provided for each five credits earned. Work experience equates to one credit for each eighty hours of experience. A salary increment is provided for each year of teaching experience up to a maximum of fourteen years.

#### Coast Community College<sup>43</sup>

Coast Community College uses five pay scales which are defined in terms of educational attainment level. Level I requires a bachelor's degree. Level II requires a bachelor's degree and thirty semester credits or a master's degree. Level III requires either a bachelor's degree and

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<sup>42</sup>Lakeshore Technical College Federation of Teachers and Lakeshore Technical College Board of Directors, Collective Bargaining Agreement between, 1987, 31-32.

<sup>43</sup>Coast Community College Federation of Teachers, Local 1911, FAT, AFL-CIO and Coast Community College District No. 3, Collective Bargaining Agreement between, January, 1987, 19-21.

fifty semester credits or a master's degree and twenty credits. Level IV requires a bachelor's plus seventy credits or a master's plus forty credits and Level V requires a bachelor's degree plus ninety credits or master's degree plus sixty credits. Work experience may be substituted for education requirements upon approval of a joint employer-employee committee.

Metropolitan Technical Community College<sup>44</sup>

Metropolitan Technical Community College uses four schedules which are defined in terms of both education attainment levels and teaching experience. For example, Level II requires either a master's degree and twenty-four credits; master's degree plus fifteen credits and two years of teaching experience; or master's degree and three years of teaching experience. Metropolitan Technical Community College requires a minimum of a master's degree for Level I, and Level IV requires a doctorate.

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<sup>44</sup>Metropolitan Community College Faculty Association, and Metropolitan Technical Community College, Collective Bargaining Agreement between, 1987, 17-21.



New Jersey Institute of Technology<sup>45</sup>

New Jersey Institute of Technology uses rank advancement from instructor through professor. It also has a distinguished professor category and allows for merit pay increments to be awarded at the discretion of the administration.

Waukesha County College of Technology<sup>46</sup>

The scale used at Waukesha County College of Technology starts at ninety semester credits, has a column for bachelor's degree and another for master's degree. Salary advancement is tied to degrees earned and no additional stipend is provided for college credits earned beyond a specific degree. A salary increment is provided for each year of teaching experience and two years of work experience is equated to one year of teaching experience.

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<sup>45</sup>New Jersey Institute of Technology Federation of Teachers, and the New Jersey Institute of Technology, Collective Bargaining Agreement between, 1989, 31-33.

<sup>46</sup>Waukesha Technical College Education Association and the Trustees of Waukesha County College of Technology, Collective Agreement between, 1985, 43-47.

### Northwest Technical College<sup>47</sup>

Northwest Technical College has three different sets of minimum criteria for initial appointment and subsequent promotion. Group I includes teaching faculty in traditional fields such as Accounting, Education, English, Math, and Social Studies. Group II includes instructors of art and vocational-technical programs such as Computer Technology, Real Estate, Interior Design, Law Enforcement, and Hotel Management. Group III covers instructors in trades and technological fields such as Welding, Automotive Technology, and Building Maintenance. Each group has four levels which are defined in terms of performance, college education, related occupational experience, years of teaching experience outside the system, and years of teaching at Northwest Technical College. As many as three different options which provide for equivalencies in terms of education and experience exist under each level.

### Whatcom Community College<sup>48</sup>

Whatcom Community College has adopted a salary schedule which provides for initial placement based on

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<sup>47</sup>Northwest Technical College Faculty Association and Board of Trustees, Northwest Technical College, Collective Bargaining Agreement between, 1986, 12-15.

<sup>48</sup>Whatcom Community College Federation of Teachers, and the Board of Trustees of Whatcom Community College District No. 21, Collective Bargaining Agreement between, September 1, 1989, 10-16.

highest educational degree received and number of years of teaching or related work experience, not to exceed a maximum of seven years. The more unusual aspect of Whatcom Community College's salary plan is the means by which current faculty advance on the salary schedule after initial placement. Whatcom Community College provides a salary increment for each unit of six professional development units (pdu's), up to a maximum of nine pdu's. Table 9 illustrates the means by which pdu's may be earned at Whatcom Community College.

TABLE 9  
WHATCOM COMMUNITY COLLEGE  
PROFESSIONAL DEVELOPMENT UNIT CRITERIA

<u>ACTIVITY</u>	<u>PROFESSIONAL DEVELOPMENT UNITS</u>	<u>CREDIT/ HOURS</u>
Academic Courses	1	1 credit
Inservice Training Workshops, Colloquium, Symposium, Institute & Conference Sessions	1 1	10 hours 20 hours
Paid Field Work	1	40 hours
Clinical Experience	1	40 hours
Educational Travel	.02	per day
Research and Development Projects		
Individual Projects	1	40 hours
College Research & Development	variable	
Service on Professional Boards	variable	
Activities resulting from Research	variable	
a) Presentation	variable	
b) Artistic Exhibit	variable	
c) Publication	variable	
d) Creative Performing	variable	

The determination of the number of pdu's awarded where no exact formula exists is determined by a joint employer-employee committee.

In addition to consideration of salary models included in collective bargaining agreements, the committee also reviewed salary models described in journal articles. The following subsection summarizes salary models identified through a review of the literature which were considered by the spokespersons to be worthy of further consideration.

#### Salary Models Identified Through Literature Review

##### "Market, Merit, and Experience at Oakland University"<sup>49</sup>

A new method of salary determination for faculty employed at Oakland University, a state university in Michigan, was developed as the result of the decision of faculty to form a collective bargaining unit and enter into formal negotiations over pay matters. The major impetus in the unionizing effort was widespread dissatisfaction with salary levels as well as salary methodology. The salary

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<sup>49</sup>James H. McKay, "Market, Merit, and Experience at Oakland University," Academe, 74 (July-August 1985), 17-22.

system developed provided for: 1) market differences among disciplines, called the pay area factor; 2) personal differences or differences in merit, called the personal factor; and 3) movement through a salary schedule which provided salary increases for professional experience and achievements, called the experience increase.

The pay area factor is determined by the administration and allows the administration to respond to national trends in the marketplace and aids recruitment and retention in competitive fields such as Marketing and Computer Science. The assignment of the personal factor (initially called a merit factor but the label was changed to mitigate faculty resistance) is the responsibility of the academic unit in accordance with procedures it adopts, subject to review by the administration. Parameters are placed on the determination of the personal factor to prevent a department from maximizing salaries by assigning high personal factors to most of its members. Salary minimums are negotiated annually and provide for minimum increases for faculty at Oakland University which recognize increases in the cost of living. The annual raise then consists of the increase resulting from application of the personal factor plus the change in the salary minimums from year to year. When salary minimums are increased, faculty members get a proportionate increase in their salary even

if their salary is above the minimum as is most typical. There is general satisfaction with the major features of the Oakland system as evidenced by the fact that the system has been maintained in every collective bargaining contract since 1970.

"A Faculty Salary System That Works"<sup>50</sup>

The implementation of a salary system for faculty at Williamsport Area Community College (W.A.C.C.) was a joint effort of faculty and administration within the collective bargaining process. The affected parties termed the resulting system as "a significant step forward for the college in resolving the matter of the equitable distribution of salaries."<sup>51</sup> The college is comprehensive in the educational offerings; it offers academic transfer courses but places major emphasis on career/technical-vocational programming. For the previous ten years since the inception of collective bargaining at W.A.C.C., salary increases were across-the-board. This resulted in growing frustration and disenchantment from the faculty and administration because: 1) newly hired faculty were

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<sup>50</sup>Robert G. Bowers and Robert L. Breuder, "A Faculty Salary System That Works," Community and Junior College Journal, 54 (May 1982), 32-35.

<sup>51</sup>Ibid., 35.

receiving compensation exceeding existing faculty with comparable backgrounds; 2) it was increasingly difficult to attract and retain well-qualified faculty, particularly in vocational-technical occupational programs; 3) lack of incentives for professional faculty development; and 4) lack of a method for determining faculty salary equivalencies.

The salary system implemented at W.A.C.C. is two dimensional with the vertical steps representing teaching and trade experience and the horizontal steps representing educational preparation. For each cell of the resulting matrix, a unit value is defined which is translated into appropriate dollar amounts to be added to a predetermined base salary for each faculty member.

There are three basic experience components utilized for the determination of vertical step determination: teaching experience, valid trade/technical/professional experience, and active-duty military experience. One step is given for full-time teaching experience at W.A.C.C. (up to a maximum of fourteen years) and after fourteen years one-half a step is given. One step is awarded for up to six years of teaching experience at another institution, and one-half step is given for from seven to fourteen years of experience. The formulas imply that teaching experience is valued and recognized, but long term experience is not viewed in a strictly additive or linear fashion. The value

of full-time trade/technical/ professional experience as it relates to a faculty assignment is evaluated by the same formula as non-W.A.C.C. teaching experience. Active military experience is given one-half credit for each year of service up to a maximum of four years.

Two basic education components are utilized for horizontal step determination: formal educational degrees, certificates, credits; and technical/professional workshops equated to credit equivalents. Degrees and vocational certificates are assigned the following minimum values. If the degree earned required more than the number of credits indicated, the faculty member is allowed those additional credits up to a maximum of twenty.

One-year Certificate	20 credits
Pennsylvania Vocational Intern	30 credits
Two-Year Certificate	45 credits
Associate Degree	60 credits
Pennsylvania Vocational I	78 credits
Bachelor's Degree	120 credits
Pennsylvania Vocational II	120 credits
Master's Degree	150 credits
Earned Doctorate	210 credits

Technical/professional workshop experiences must be directly related to area of assignment as determined by the administration and are equated to credit equivalents with sixteen lecture/demonstration hours or forty-eight activity hours equated to one credit. A maximum of sixty credit equivalents are allowed.

A joint college-faculty committee reviews faculty appeals regarding salary level determination. The initial



implementation of the system was arduous because of extensive credentials review and documentation necessary to place existing faculty. Nevertheless the faculty and administration at W.A.C.C. believe the resulting organization and equity of faculty salary determination has significantly benefited the institution.

"Paying Faculty Members What They are Worth"<sup>52</sup>

Two academic administrators employed by the New Jersey State Department of Higher Education advocate the implementation of salary rewards for exceptional performance. They described the merit compensation plan which is being implemented in New Jersey's eight state colleges. The plan is controversial and was a major issue in a brief faculty strike. The administrators state their views on merit pay as follows.

In merit compensation systems, every faculty member's performance is evaluated to determine specifically whether a salary increase is warranted, the relationship between performance and pay is direct . . . . Merit compensation is not intended to replace cost-of-living salary increases which are necessary to help keep pace with inflation. Indeed one prerequisite of a successful merit plan is a sound salary structure already in place

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<sup>52</sup>Richard D. Breslin and Leo K. Klagholz, "Paying Faculty Members What They Are Worth," Educational Record, 61 (Winter 1980), 43-44.

. . . . Merit compensation is, however, directly opposed to, and should replace, the system used in many states under which all faculty members at public colleges and universities are guaranteed automatic raises through predetermined incremental steps.<sup>53</sup>

In order to avoid potential problems in the administration of performance based salary plans the authors believe collegial recommendations by faculty which are confirmed by the president provide the necessary checks and balances that best ensure equity and integrity in merit pay decisions. Faculty should play a central role in the evaluation process and each institution should develop in advance its specific criteria and procedures for awarding merit pay in order to have a sound program which will withstand political pressures and not become subject to cronyism. Criteria should be related to the institution's mission and should define performance objectives in the traditional areas of teaching, scholarship and service. The use of an external consultant is suggested for ensuring an objective selection process.

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<sup>53</sup>Ibid., 43.

"Competing with the Marketplace: The Need to Pay Some Faculty More"<sup>54</sup>

Thomas E. Wagner, Vice-Provost at the University of Cincinnati, presented a convincing argument on the need to reexamine traditional approaches to faculty pay and consider ways of meeting current and future demands. Factors which are currently considered relevant in determining faculty pay are years of service, academic rank, teaching ability, research and publications, community and institutional service, type and geographical location of the institution, and the market value of the professor's discipline. When weighing the importance of these factors Wagner argues that market considerations should be given far more serious consideration than have been accorded previously. He states, "However painful the prospect, community college leaders must recognize that marketability of faculty is a concept they can no longer ignore."<sup>55</sup>

The differences in college salary policies can be best illustrated by the amount of discretion exercised in setting the salary of an individual faculty member, ranging

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<sup>54</sup>Thomas E. Wagner, "Competing With the Marketplace: The Need to Pay Some Faculty More," New Principles for Community Colleges, 14 (March 1986), 93-97.

<sup>55</sup>Ibid., 95.

from the most flexible to the most automatic. The most flexible category includes institutions where administrations and individual faculty members negotiate individually and each faculty member is treated according to circumstances. The second method consists of informal negotiations within guidelines, for example minimum and maximum salaries at each rank. The third category is more structured with minimum salaries and basic steps a faculty member moves through as a result of discretionary decisions by the administrator. A more structured system provides for minimum salary rates by rank with automatic salary steps within ranks; advancement in rank may involve a discretionary decision based on qualitative criteria. In the most structured salary policy, faculty enter at the bottom of the salary schedule and move up automatically upon meeting certain specified requirements such as years of service and completion of academic degrees or coursework.

After summarizing current policies Wagner discusses the compelling need to find more flexible approaches to compensating faculty. The practical reality is that faculty in certain disciplines such as business, high technology and computer science are demanding and receiving higher salaries. Most colleges cannot afford to cling to a highly structured salary system with everyone paid at the same rate. It is recognized that colleges should not be expected to meet exactly the salary an individual would

earn in private industry. There are unusual benefits and working conditions in higher education which should not be overlooked. However, failure to consider market forces when establishing a salary determination policy can result in an inability to provide high quality instruction to students. Wagner's admonition to community colleges to carefully study the salary policies follows:

The principle of pay for top market value is not a theory but a necessity, and it can work effectively if the institution and its personnel are willing to recognize individual circumstances and work together to develop more coherent salary policy. The very survival of many community colleges in the future will depend not only on their ability to meet the demands of the market but also on whether they can do so with the courage and honesty necessary to survive in a complex society.<sup>56</sup>

#### "A Market and Merit Plan for Faculty Salary Increases"<sup>57</sup>

Administrators at Ball State University (BSU) felt a merit system would increase productivity and help in attracting and retaining excellent teachers and researchers and requested all BSU colleges to develop a new salary distribution system. The authors, both assistant professors of nursing at BSU, described the successful

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<sup>56</sup>Ibid., 97.

<sup>57</sup>Susan M. Elliot and Marilyn E. Ryan, "A Market and Merit Plan for Faculty Salary Increases," College Teaching, 34 (Fall 1986), 129-134.

development of a merit and market system for allocation of salary increases in the BSU School of Nursing. The BSU salary plan included four major components: 1) satisfactory standards; 2) a market plan; 3) a merit plan; and 4) a procedure for implementing each plan. In order to assess whether faculty were meeting job requirements, a departmental salary committee developed an evaluation form which addressed instruction, guidance of students, departmental responsibilities, university responsibilities, and research. Faculty who met satisfactory standards but were not eligible for market or merit, still received a salary increase. Since the demand for nurses with graduate degrees exceeds the supply, it was decided that anyone with a master's degree in nursing, clinical expertise, and teaching experience was considered eligible for a market adjustment. To distribute merit awards equitably, specific measurable criteria were developed for teaching, scholarly productivity, and service. Implementation procedures required that a preliminary decision be made on the percentage of the departmental increase money to be allocated for each component of the plan.

According to the authors, the salary plan developed for implementation in the School of Nursing at BSU was successful. Each faculty member had an opportunity to receive merit, market, and an across-the-board increase if the required documentation of activities was submitted.

The salary plan eliminated much of the subjectivity in the salary decision-making process because specific policies were set up for allocation of salary increases. The authors felt that the greatest strength of the plan was that it was developed, approved, and implemented by faculty members through the departmental salary committee, an elected body.

#### "Junior College Salary Schedules"<sup>58</sup>

In Missouri's junior colleges, salary schedules have been adopted which link professional improvement exclusively with formal education. As a result, in order for a faculty member to receive a salary increase for something other than years of service, he/she must take more hours of college work. Roger Paige, a junior college administrator and author of the article argues that professional improvement should be determined by other criteria in addition to number of college credits. Independent, self-designed and self-motivated learning is considered by Mr. Paige to be as important or more important for college level instructors than formal

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<sup>58</sup>Roger Paige, "Junior College Salary Schedules," School and Community, 59 (December 1972), 44-45.

coursework taken for credit hours. Mr. Paige recommends the following:

A salary schedule in the junior college should provide major level increases for merit, as well as for number of college credits. Salary advancement for professional improvements such as outstanding classroom innovation or performance, professional contributions such as research efforts, textbook or other publications, etc., should be a standard part of any salary schedule by which professional junior college educators are paid.

There is additionally no reason to exclude any non-credit short courses or training institutes from consideration where level advances are concerned.<sup>59</sup>

Paige urges the Missouri junior college system to review and modify its salary policies and develop a plan which is different than that in place for high schools lest the "junior college will become an overgrown high school."<sup>60</sup>

### Third Meeting Conclusion

The third meeting concluded with a discussion regarding how to use the information regarding alternative salary models which had been presented. The group decided their next task was to incorporate the general compensation factors previously agreed upon into a specific salary plan. After considering the many different salary models presented at the third meeting, the committee members

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<sup>59</sup>Ibid., 44.

<sup>60</sup>Ibid., 45.



agreed that the ingredients for a model to be implemented in Montana were contained within the models presented. The group did not consider it necessary to research additional models. Members felt ready to begin selecting and tailoring a model for Montana's vocational-technical centers. Small subcommittees which included one representative from the union team and one from the employer team were formed. Each subcommittee was encouraged to meet prior to the next meeting and put together a compensation model for presentation to the group.

#### The Fourth Meeting, June 1990

The fourth meeting began with a review of the results of the survey of peer institutions regarding compensation models. The group discussed whether or not an additional letter should be sent to institutions who did not yet respond to the survey. The committee members were satisfied with the survey sample and did not consider it worth the effort to send out any additional correspondence. The survey results are discussed in Chapter II.

Only two of the five subcommittees brought salary models to present to the group for discussion and consideration. School had recessed in the interim and some

subcommittees found it difficult to meet. It was typical for the group to rely on the committee spokespersons to fix the agenda and bring all materials, issues, and proposals up for discussion. Perhaps some found it difficult to change their habits, even when given an opportunity to become more active contributors.

### First Model

The first salary method presented by one of the subcommittees was a point system which was modeled after the system implemented in the Williamsport Area Community College and described in the article, "A Faculty Salary System That Works."<sup>61</sup> That salary system includes a two-dimensional salary matrix with vertical steps representing teaching and related experience and horizontal steps representing education preparation, merit, and market adjustments. To each cell of the matrix shown below in Table 10, a unit value is determined through negotiations which translates into an appropriate dollar amount to be added to a negotiated base salary for each instructor.

For example, assume that an instructor qualifies for sixteen experience steps and seventy education/merit/market

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<sup>61</sup>Robert G. Bowers and Robert L. Breuder, "A Faculty Salary System That Works," Community and Junior College Journal, 54 (May 1982), 32-35.

TABLE 10

## MODEL 1 SALARY SYSTEM MATRIX

		Education, Merit, Market Steps																				
		0	1-14	15-29	39-44	45-59	60-74	75-89	90-104	105-119	120-134	135-149	150-164	165-179	180-194	195-209	210-224	255-239	240-254	255-269	270-284	285-299
Experience Steps	0	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	2	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	3	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	4	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	5	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	6	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
	7	7	8	19	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	8	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	9	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
	10	9	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	11	10	11	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	12	10	12	13	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	13	11	12	14	15	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
	14	11	13	14	16	17	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
	15	12	13	15	16	18	19	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	16	12	14	15	17	18	20	21	23	24	25	26	27	28	29	30	31	32	33	34	35	36
	17	13	14	16	17	19	20	22	23	25	26	27	28	29	30	31	32	33	34	35	36	37
	18	13	15	16	18	19	21	22	24	25	27	28	29	30	31	32	33	34	35	36	37	38
	19	14	15	17	18	20	21	23	24	26	27	29	30	31	32	33	34	35	36	37	38	39
	20	14	16	17	19	20	22	23	25	26	28	29	31	32	33	34	35	36	37	38	39	40
	21	15	16	18	19	21	22	24	25	27	28	30	31	33	34	35	36	37	38	39	40	41
	22	15	17	18	20	21	23	24	26	27	29	30	32	33	35	36	37	38	39	40	41	42
	23	16	17	19	20	22	23	25	26	28	29	31	32	34	35	37	38	39	40	41	42	43
	24	16	18	19	21	22	24	25	27	28	30	31	33	34	36	37	39	40	41	42	43	44
	25	17	18	20	21	23	24	26	27	29	30	32	33	35	36	38	39	41	42	43	44	45

steps. The resulting unit value determined from the matrix position (16, 70) is twenty. If the negotiated base salary were \$18,000 and the dollar value of each unit were \$200, the \$22,000 annual salary would be calculated as follows: \$18,000 (base) + \$4,000 (20 units x \$200) = \$22,000. If another instructor qualifies for 5 experience steps and 210 education/merit/ market steps, the resulting unit value read from the matrix position (5, 210) is also 20, resulting in the two instructors receiving the same salary of \$22,000.

There are three basic experience components used to determine vertical step placement: teaching experience, valid trade/technical/professional experience, and active duty military experience. Step determination for teaching experience is a function of teaching or working full-time either at a Montana vocational-technical center or another institution, or working full-time in a related occupational field according to the following:

1. Full-time teaching experience at Montana Vocational Technical Center
  - a. Up to 14 years: 1 year = 1 step
  - b. Beyond 14 years: 1 year = 1/2 step
2. Full-time teaching experience at another institution or related occupational experience
  - a. Up to 6 years: 1 year = 1 step
  - b. Beyond 6 years up to 14 years = 1 year = 1/2 step

### 3. Military Experience

- a. Up to 4 years: 1 year = 1/2 step
- b. Beyond 4 years: none

Final vertical or experience step value is determined by totalling the values of the three experience components.

The components used to determine horizontal step determination are education, merit, and market. The education component includes formal educational degrees, certificates, and credit and technical/professional workshops equated to credit equivalents. Degrees and vocational certificates from accredited institutions are assigned values based on normal degree requirements. No additional credits are granted if the degree earned required more than the established number of credits.

1 year Certificate	20 credits	Bachelor's Degree	120 credits
2 year Certificate	45 credits	Master's Degree	165 credits
Associate Degree	60 credits	Doctorate Degree	210 credits

Educational credits are also awarded for workshops and conferences at the rate of one credit for each twenty hours of instruction. Forty hours of paid field work or clinical experience is given one credit.

Up to fifteen credits on the horizontal scale may be granted at the discretion of the center director as a market adjustment to hire or retain critical faculty. Each faculty member is eligible to receive up to two market

adjustment awards for a maximum of thirty points.

Additional credits on the horizontal scale up to a maximum of fifteen per instructor per year may be earned by exemplary achievements. Exemplary achievements should be defined in advance and may include activities in any of the following areas: student recruitment, placement effectiveness, publishing, quality of instruction, community involvement, committee work, public work, professional development, innovative ideas, grantwriting, curriculum development, student evaluations, recognition from industry, recognition by professional groups, and contributions towards certification of center.

#### Second Model

The second model presented included procedures for determining new employees' salaries and procedures by which current employees receive salary adjustments. Minimum salaries for newly hired instructors are determined through the assignment of points for education, teaching experience, and relevant work experience. Points are awarded for formal education based on the following schedule:

Journeyman Card, AA, AAS	2 points
B.A., B.S.	4 points
B.F.A., B.S.N., B.A. + C.P.A., B.A. +30	5 points

M.A., M.S., M.B.A.	6 points
M.F.A., M.A. + C.P.A., M.A. + 30	7 points
J.D., D.D.S.	8 points
Ph.D., Ed.D., M.D.	9 points

Points are awarded for prior relevant full-time teaching and work experience based on the following:

First 4 years = 1 full credit

Next 4 years = 1/2 credit

Remaining years = 1/4 credit

The education and experience points an individual is eligible for is totalled to establish total credits. Minimum salaries are set for each point value up to a maximum of twenty-two points. For example a new instructor with a master's degree (six points), six years of teaching (five points), and two years of occupational work experience (two points) would have a total of thirteen points. If the minimum salary were set at \$18,000 and each point worth \$200 the newly hired instructor would receive a minimum salary of \$21,600. In addition to the minimum base salary determined through assignment of points for education and experience, the instructor may receive up to a preestablished number of points as determined by the administration as a market adjustment to aid in recruitment in hard-to-hire disciplines.

The method for adjustment to current employees' salaries incorporated into the second model has four components: an experience increment, a professional development increment, distinguished instructor awards, and general increases.

A salary increment is awarded continuing faculty for successful completion of a year of service with the vocational-technical center. Employees who get less than a satisfactory rating on their performance evaluation receive no experience increment. Continuing employees are also eligible to receive one professional development increment per year. Six professional development units must be earned in order to receive one professional development increment.

The professional development unit concept was based on the salary plan included in a collective bargaining agreement covering employees at Whatcom Community College in Bellingham, Washington.<sup>62</sup> Under the plan presented to the group, professional development units are earned in accordance with the schedule included in Table 11.

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<sup>62</sup>Whatcom Community College Federation of Teachers, and the Board of Trustees of Whatcom Community College District No. 21, Collective Bargaining Agreement between, September 1, 1989.



TABLE 11

## MODEL #2

## CRITERIA FOR AWARD OF PROFESSIONAL DEVELOPMENT UNITS

<u>Activity</u>	Professional Development	
	<u>Units</u>	<u>Credit*/Hours</u>
a. Academic Courses	1	1
b. Inservice Training	1	10
c. Workshop, Colloquium, Symposium, Institute and Conference Session	1	20
d. Paid Field Work or Clinical Experience	1	40 hours or course equivalency
(1) Field Project: An activity in which the employee is actively engaged in a special pre-planned field project.		
(2) Clinical Project: An activity in which the employee is actively engaged in a special pre-planned clinical project.		
e. Research and Development Projects		
(1) Individual Project: An activity in which the employee engages in research on a specific pre-planned project or topic.	1	40 hours or course equivalency
(2) College Research and Development.	1	40 hours or course equivalency

\* Semester credit or equivalent (2/3 semester credit equals one quarter credit).

Certain guidelines which must be followed to be eligible for the award of professional development were developed and presented with the second model. Those guidelines are intended to assist in the uniform administration of the plan and cover such issues as prior approval, relevancy, and documentation.

The third component of the second model provides for thirteen distinguished instructor awards: three such awards are to be awarded for Missoula, Great Falls, and Helena employees and two for instructional employees in Billings and Butte. Distinguished instructor awards are treated like a salary bonus and do not become a permanent part of an employee's salary. All bargaining unit employees are eligible to be nominated for a distinguished instructor award. Nominations and rationale are to be submitted by other employees or the administration to a selection committee. The selection committee consists of two administrators (including the center directors) and two bargaining unit employees.

The final component of the second model provides for a general cost-of-living increase which will be available for continuing employees subject to funding. Amount and distribution of the general increase will be subject to negotiations but is anticipated to be an across-the-board dollar increase, percentage increase, or combination of the two.

After the presentation of the two salary models the joint committees discussed some of the similarities, differences, and positive and negative aspects of the two models. The two models were similar in many respects. Both recognized prior work experience and gave equal weight to relevant teaching and occupational experience. Experience was given less weight over time in both models. Both models provided for market adjustment options. Only one model allowed market adjustments for current employees. Both plans seemed to be more responsive to the kinds of experience and backgrounds important for vocational-technical instructors than the school district salary schedules used in the past.

Committee members expressed a concern regarding whether either model provided for sufficient salary enhancement alternatives for instructors in the trades area who do not have a bachelor's degree. Considerable emphasis was placed on completion of degrees in both models. A major criticism of the second model was that it did not address implementation or resolution of an equity problem which is an important issue among faculty, particularly faculty at Great Falls who believe their salaries are lower than salaries paid similarly qualified instructors at the other centers.

The flexibility afforded under the professional development unit concept included in the second model was

considered an asset. Professional development units would provide an equal and ongoing incentive for all employees. Each individual's greatest needs in the area of professional development could be identified through the performance appraisal process. Goals for professional development would be mutually agreed upon prior to the commencement of the academic year. For example, those without degrees might want to pursue formal education and those with formal education but little practical experience would be urged to focus on projects designed to provide "real world" experience.

When formulating the agenda for the subsequent meeting, the parties considered whether additional models ought to be developed and discussed at the next meeting. The group felt comfortable that the two models presented included the elements necessary to formulate a model for implementation in Montana. The committee chairpersons agreed to meet prior to the next meeting and develop an options checklist to assist the group in making some preliminary decisions on a compensation methodology at their next meeting.

#### The Fifth Meeting, July 1990

An options checklist which was developed by the committee spokespersons was disseminated to all group

members. The options checklist identified ten issues and provided several options under each issue. The options were based primarily on the two models presented at the previous meeting.

The first issue was: How should teaching experience at the vocational-technical center be weighted for salary purposes? The options provided were a) experience should not be a separate category but included with general increases; b) grant full value for the first fourteen years of experience and half value thereafter; c) award recognition for successful experience only; employees who receive a less than satisfactory rating on their performance evaluation do not receive an experience increment. Options b and c were selected by the group. The issue of establishing a maximum number of steps was identified as needing further discussion.

The second issue was: How much weight should be given for prior teaching experience when determining salary levels for newly hired instructors? The two options provided were: a) first four years of experience equals full credit; next four years equals half credit; and all remaining years equals one quarter credit; and b) up to six years equals full credit; six years to fourteen years equals half credit; beyond fourteen years equals no credit. The committee members chose a variation of option b: Up to five years of full-time teaching experience

equals full credit; five years to eleven years equals half credit; beyond eleven years equals no credit. The group also decided that related nonteaching occupational experience should be given weight equal to that given prior teaching experience.

The third issue was: What kind of prior teaching experience should be recognized? Options provided include: postsecondary, high school, elementary, adult education, and graduate teaching assistantships. The group decided not to limit recognition of prior teaching experience to any specific level or setting.

The fourth issue was: Should credit be given active duty military experience and if so, how much weight should military experience be given? Options provided were: a) grant no credit for military experience except as applicable under related work experience category; or b) grant a half point for each year up to a maximum of four years. It was decided that military experience should not be a special category but could be recognized as related work experience, if applicable.

The fifth issue was: Which educational attainment levels should be recognized for salary purposes? The options provided include: a) one-year vocational certificate; b) two-year vocational certificate; c) journeyman card; d) Associate degree; e) bachelor's degree; f) Bachelor of Nursing; g) bachelor's + CPA; h) bachelor's

+ 30; i) master's, J.D.; j) MA + CPA; k) MA + 30; l) J.D., D.D.S; m) Ph.D., Ed.D., M.D.; n) other. The options selected were: nondegree (to include vocational certificates, journeyman card, associate degree), bachelor's degree, master's degree (to include J.D.), and doctorate degree (to include M.D. and D.D.S.).

The sixth issue was: How much relative weight should be given educational attainment levels when establishing entry level salaries? The first option awarded 4 points for a bachelor's degree; 5.5 points for a master's degree; and 7 points for a Ph.D./M.D./D.D.S. The second option awarded two points for less than a bachelor's, four points for a bachelor's, six points for a master's degree, and eight points for a Ph.D. The first option was selected.

The seventh issue was: How should merit be dealt with? The first option was: Provide for a limited number of distinguished instructor awards; employees are nominated and recipients chosen through a selection committee comprised of two faculty and two administrators; such awards are bonuses, not added to base salaries and not funded with dollars available for general increases. The second option was: Grant steps for merit (up to a total of fifteen) which may be earned by exemplary achievements; the option to earn merit steps is available to all faculty; credits are added to base salary; funding is provided

through the same source as general salary increases. The group selected the first option with some refinements. Thirteen distinguished instructor awards were designated (three each for the larger centers and two for employees at the smaller centers). Each center should be given latitude in the manner in which distinguished instructors are selected.

The eighth issue was: How should market adjustments be handled? The options provided were: a) allow the employer flexibility to increase the base salary up to a maximum dollar amount for new hires where external markets have made competitive recruiting difficult; b) allow the employer to grant additional points up to a maximum number of points to hire or retain critical faculty (may be used twice per employee); and c) both a and b above. The group selected option c.

The ninth issue was: How should current faculty be rewarded for college coursework completed beyond final degrees? The options provided were: a) provide for a salary increment for completion of six credits of relevant coursework or other professional development activity which has prior approval; b) provide a salary enhancement only for completion of relevant degrees; and c) provide a salary enhancement for completion of degree and relevant graduate credits (in units of fifteen) for earned credits beyond a degree. The parties selected option a.



The final issue was: Should a salary enhancement be provided for attendance at workshops, conferences, or clinical experience? The options provided were: a) provide equivalent of one college credit for each twenty-hour workshop, and provide one credit for forty hours of paid field work or clinical experience (workshops, field work, or clinical experience must be job related and have prior approval); and b) do not provide any salary enhancement for attendance at workshops, conferences, or clinical experience. The parties selected option a.

One of the participants recorded the preliminary decisions of the joint committee and volunteered to prepare a written summary of the preliminary decisions for review and approval at the next meeting. The union spokesperson stated he had been working with his data base of current employee salaries and could assign numerical values to the factors in order to illustrate how a system might be implemented for current employees. The next meeting agenda would include approval of the agreed upon parameters and discussion of an implementation strategy to be suggested by the union spokesperson.

#### The Sixth Meeting, August 1990

A draft of the salary methodology parameters which were agreed upon at the last meeting through the use of an issues checklist was distributed. Some minor changes in the wording of the draft version of the parameters were

suggested and agreed upon. Those agreed upon parameters form the basis for the salary methodology recommended for implementation in Montana's vocational-technical centers. The agreed upon parameters are summarized in Chapter IV.

The union committee chairperson distributed two options for implementing the agreed upon parameters with detailed cost estimates. The option which seemed most workable included the following components: 1) a base salary of \$18,000; 2) experience steps with a value of \$450; 3) salary enhancement units for college degrees and credits with a value of \$675 with education degrees and credits converted to salary enhancement units on the basis of the following scale: BA=4, BA+15=6, BA+30=8, BA+45=9, MA=12, MA+15=14, MA+30=16, MA+45=18.

Employer representatives indicated a willingness to request new funds from the legislature in order to implement a uniform salary methodology for vocational-technical center employees. The employer representatives wanted it understood that any agreement on a specific implementation scheme is dependent on the amount of money received for such a purpose from the legislature.

In order to be prepared for the upcoming legislative session, employer representatives agreed to calculate the cost of implementing the salary parameters. The final obstacle to implementing a uniform salary methodology for vocational-technical center instructors is to obtain

funding from the legislature. No additional committee meetings were scheduled. The parties agreed, however, to work together during the legislative session on the funding issue.

## CHAPTER IV

### RECOMMENDATION AND CONCLUSION

#### Recommended Salary Methodology

The recommendation for a salary methodology for Montana's vocational-technical instructors resulted from a consensus building process involving employer and union representatives. The general principles agreed upon address current teaching experience, prior teaching and occupational experience, education degrees, merit pay, and market adjustment for recruitment and retention. Ongoing professional development is encouraged and salary increments are provided for additional education, attendance at workshops or conferences, and field work or clinical experience. The specific elements of the recommended salary methodology follow.

Teaching experience at a Montana vocational-technical center is to be weighted for salary purposes as follows: 1) one step for each year of teaching service up to fourteen years; 2) one-half step for each year of teaching service beyond fourteen years; and 3) employees who receive less than a satisfactory performance evaluation do not receive any experience step. When

determining salary levels for new hires, the first five years of full-time teaching or related occupational experience are given full credit. Prior teaching or occupational experience beyond five years and up to eleven years receives half credit. No credit is given for more than eleven years of prior experience. Military experience is not recognized unless it qualifies as related occupational experience.

Education degrees are recognized for salary purposes. Bachelor's degrees are assigned a value of four points, master's degrees are assigned a value of five and one-half points, and doctorate degrees are assigned a value of seven points.

A pool of money is to be established at each center to reward outstanding service. The size of the merit pay pool should reflect the relative size of the faculty. Merit bonuses are to be provided in a lump sum and not added to the faculty member's base salary. Merit awards are not to be funded in lieu of general increases. Employer and employee representatives at each vocational-technical center have the authority to determine the number and size of merit awards. Each vocational-technical center determines the process for choosing merit award recipients. Alternatives include selection by the center director or the use of a selection committee comprised of two faculty and two administrators.

The employer has the flexibility to increase the base salary up to a maximum dollar amount or a maximum number of points for new hires where external markets have made competitive recruiting difficult. Such flexibility may also be used for retention problems, but no employee may receive more than two market adjustments.

Faculty are eligible for a professional development unit for college coursework, attendance at workshops, and field work or clinical experience completed after the time of hire in accordance with the following table.

TABLE 12

## CRITERIA FOR PROFESSIONAL DEVELOPMENT UNITS

<u>Type of Activity</u>	<u>Professional Development Unit</u>	<u>Credit or Hours</u>
Academic Courses	1	1 credit
Inservice Training	1	10 hours
Workshop, Colloquium, Symposium, Conference	1	20 hours
Field Project	1	40 hours
Clinical Project	1	40 hours

All professional development activity which is recognized for salary enhancement purposes is to be job related and have prior written approval of the center director. Professional development units may not be earned for an activity or training received while on the employer's payroll. Current faculty are to be given retroactive

credit for college coursework previously recognized for salary schedule placement purposes by the local school district. Six professional development units equals one salary enhancement unit and no more than one salary enhancement unit may be earned by a faculty member per year.

The dollar values assigned to the faculty salary components including base salary, experience steps, and salary enhancement units as well as the merit and market pools are to be renegotiated with each contract term.

The legislature needs to be convinced to provide funds to implement a uniform salary methodology for Montana vocational-technical center faculty. When the level of funding has been established, employer and union representatives need to meet and assign dollar values to the various components of the recommended salary methodology and determine a specific implementation strategy.

### Conclusion

The problem which is the focus of this professional paper, the lack of a uniform salary method for Montana's vocational-technical faculty, has been partially resolved. The major elements of a uniform salary method have been developed and are described in the preceding section.

Successful implementation of the salary methodology is dependent on receipt of sufficient funds from the legislature. If sufficient funds are not provided to allow

for immediate implementation, the plan could be phased in over time. Employee satisfaction, which is an important criteria in determining the overall success of the plan, will be partially dependent on the amount of money available to implement the plan and the size of the individual salary increases.

Montana's economy has not been robust, and Montana's legislature has not been very generous in the past in its response to agencies' requests for funding. The possibility that the legislature will not provide the funds thought necessary for immediate implementation of the uniform salary methodology for vocational-technical center employees must be anticipated. In such an event, problems between vocational-technical center employer and employee representatives over salary issues will likely result. Despite the potential for such problems, the agreed upon uniform salary methodology provides a basis for eventual resolution of the salary issue for Montana's vocational-technical center faculty. For that reason, the project has been worthwhile.

This professional paper is concerned with both the recommended salary methodology and the process used to develop the salary methodology. That process which is described in detail in Chapter III, was adopted from various alternatives to collective bargaining which are suggested in the literature. Open discussions, lack of



formal team positions, sharing of information and resources are characteristics of the process used. Brainstorming, a review of the literature, and two member subcommittees were used to generate ideas. Consensus building seemed almost effortless. Conflict was minimal, meetings were pleasant, and the working relationships between employer and employee representatives improved.

The process used to reach agreement on a salary plan for vocational-technical faculty as described herein is considered by the author to be superior to traditional collective bargaining when resolving certain issues. Issues where there is agreement between employer and employee representatives on a goal or outcome would be particularly well suited for the alternative problem solving technique described in this paper. Examples of such issues include: health and safety, reduction of production costs, improvement of productivity, training, and professional development.

The process described in this paper is recommended for consideration by other employer and employee committees for resolution of negotiable issues in a union environment. The process may be easily modified to accommodate the needs and preferences of committee members in various settings when dealing with a variety of issues.

## APPENDIX A

SURVEY OF SALARY METHODOLOGY USED BY PUBLIC TWO-YEAR  
POSTSECONDARY INSTITUTIONS

## INSTITUTIONAL CHARACTERISTICS

1. Name of Institution: \_\_\_\_\_
2. Name, Phone Number, and Address of Person Completing this Survey:  
\_\_\_\_\_  
\_\_\_\_\_
3. Approximate number of full-time faculty: \_\_\_\_\_
4. Approximate number of full-time equivalent students: \_\_\_\_\_
5. Are your faculty unionized? YES NO
6. Do faculty at your institution have rank, i.e. professor, associate professor, etc.? YES NO
7. Focus of Institution (circle all appropriate)
  - a. Academic transfer programs YES NO
  - b. Technical certificate programs YES NO
  - c. Technical degree programs YES NO
8. Would you like a copy of the survey results? YES NO

\* \* \* \* \*

## SALARY METHODOLOGY FOR FULL-TIME INSTRUCTIONAL PERSONNEL

1. Which of the following best describe the salary methodology used at your institution?
  - a. Salary ranges (minimums and maximums) YES NO
  - b. Single salary schedule YES NO
  - c. Multiple salary schedules YES NO
  - d. Point system YES NO
  - e. Administrative discretion YES NO
  - f. Other (please specify) \_\_\_\_\_  
\_\_\_\_\_

2. Which of the following factors are addressed in the salary methodology used to compensate full-time faculty at your institution?

- |  |     |    |
|--|-----|----|
| a. Rank Advancement (i.e. Instructor to Assistant Professor to Associate Professor, etc) | YES | NO |
| b. Formal Educational Degrees  |     |    |
| 1) Associate   | YES | NO |
| 2) Bachelors   | YES | NO |
| 3) Bachelors plus 15 quarter credits or semester equivalent                              | YES | NO |
| 4) Bachelors plus 30 quarter credits or semester equivalent                              | YES | NO |
| 5) Bachelors plus 45 quarter credits or semester equivalent                              | YES | NO |
| 6) 5th Year Program  | YES | NO |
| 7) Masters Degree  | YES | NO |
| 8) Masters Degree plus 15 quarter credits or semester equivalent                         | YES | NO |
| 9) Masters Degree plus 30 quarter credits or semester equivalent                         | YES | NO |
| 10) Masters Degree plus 45 quarter credits or semester equivalent                        | YES | NO |
| 11) Doctorate  | YES | NO |
| 12) Post Doctorate Credits   | YES | NO |
| 13) Other (please specify) _____   |     |    |
| _____  |     |    |
| c. Nonacademic Training  |     |    |
| 1) Apprenticeships   | YES | NO |
| 2) Military Technical Training or Schools  | YES | NO |
| 3) Factory Schools Training  | YES | NO |
| 4) Nondegree Technical Education (Trade Schools)   | YES | NO |
| 5) Attendance at Workshops/Seminars  | YES | NO |

## d. Certificates/Licenses

- |   |     |    |
|---|-----|----|
| 1) Teaching Certificate from State Accrediting Agency | YES | NO |
| 2) Certified Public Accountant                        | YES | NO |
| 3) Licensed Practical Nurse                           | YES | NO |
| 4) Other (please specify) _____                       |     |    |
| _____   |     |    |

## e. Teaching Experience

- |  |     |    |
|--|-----|----|
| 1) Years of Teaching at Present Institution                        | YES | NO |
| Maximum years recognized _____                                     |     |    |
| 2) Years of Teaching at Other Institutions                         | YES | NO |
| a) Elementary Schools  | YES | NO |
| Maximum years recognized _____                                     |     |    |
| b) Secondary Institutions  | YES | NO |
| Maximum years recognized _____                                     |     |    |
| c) Graduate Assistantships   | YES | NO |
| Maximum years recognized _____                                     |     |    |
| d) Post Secondary Institutions (not including<br>current employer) | YES | NO |
| Maximum years recognized _____                                     |     |    |

- |                                |     |    |
|--------------------------------|-----|----|
| f. Related Industry Experience | YES | NO |
| Maximum years recognized _____ |     |    |

- |                              |     |    |
|------------------------------|-----|----|
| g. Merit/Pay for Performance | YES | NO |
|------------------------------|-----|----|

If yes, please answer the following questions.

- |  |     |    |
|--|-----|----|
| 1) Is merit included as a bonus (not added to an<br>instructor's base salary)? | YES | NO |
| 2) Is merit pay part of the base salary?                                       | YES | NO |
| 3) How are recipients of merit pay determined?<br>(Circle all applicable)      |     |    |
| a) Administrative discretion   |     |    |
| b) Peer/Departmental Committees  |     |    |
| c) Individuals apply   |     |    |
| d) Peer nominations  |     |    |

e) Group/Department/Program awards

f) Other \_\_\_\_\_

h. Market Adjustment for Hard to Hire Disciplines	YES	NO
a) For Newly Hired Individuals Only	YES	NO
b) For All Employees in the Discipline	YES	NO
i. Less than Normal Increases Based on Poor Performance	YES	NO
j. Special Adjustments for Uniquely Qualified Individuals	YES	NO
k. Receipt of Tenure	YES	NO
l. Discretionary Adjustment to Resolve Inequities	YES	NO

3. For which of the following assignments do your full-time faculty receive additional compensation:

Supervisory/Administrative Responsibilities (Department Chair) Stipends	YES	NO
Maintenance of tools and equipment used in laboratory classes	YES	NO
Safety/First Aid Responsibilities	YES	NO
Master Teacher/Mentoring	YES	NO
Larger classes (more students) than typical	YES	NO
More Course Preparations than typical	YES	NO
More New Course Preparations than typical	YES	NO
More Teaching Assignments than typical	YES	NO
Extra Curricular Assignments		
Student Government Advisor	YES	NO
Student Newspaper Advisor	YES	NO
Advisor to Student Organizations	YES	NO
Other (please specify _____)		

\_\_\_\_\_

More Teaching Assignments than typical	YES	NO
Extra Curricular Assignments		
Student Government Advisor	YES	NO
Student Newspaper Advisor	YES	NO
Advisor to Student Organizations	YES	NO
Other (please specify_____		
_____		

## APPENDIX B

TWO-YEAR POSTSECONDARY INSTITUTIONS  
RESPONDING TO SURVEY

<u>INSTITUTION</u>	<u>CITY</u>	<u>STATE</u>
Alamance Community College	Haw River	NC
Albuquerque Technical-Vocational Inst.	Albuquerque	NM
Alexandria Technical College	Alexandria	MN
Anson Community College	Ansonville	NC
Arizona Western College	Yuma	AZ
Asheville-Buncombe Tech. Comm. College	Asheville	NC
Atmore State Technical College	Atmore	AL
Belmont Technical College	St. Clairsville	OH
Bladen Community College	Dublin	NC
Blue Ridge Community College	Flat Rock	NC
Casper College	Casper	WY
Central Carolina Community College	Sanford	NC
Central Oregon Community College	Bend	OR
Centralia College	Centralia	WA
Clark College	Vancouver	WA
Clatsop Community College	Astoria	OR
College of Eastern Utah	Price	UT
College of Southern Idaho	Twin Falls	ID
Columbia Basin College	Pasco	WA
Dawson Community College	Glendive	MT
Douglas MacArthur State Tech. College	Opp	AL
Eastern New Mexico University	Portales	NM
Eastern New Mexico University	Roswell	NM
Fashion Institute of Technology	New York	NY
Flathead Valley Community College	Kalispell	MT
Florence-Darlington Technical College	Florence	SC
Greenville Technical College	Greenville	SC
Harry M. Ayers State Technical College	Anniston	AL
Haywood Community College	Clyde	NC
Hobson State Technical College	Thomasville	AL
J.M. Patterson State Technical College	Montgomery	AL
Lansing Community College	Lansing	MI
Laramie County Community College	Cheyenne	WY
Lower Columbia College	Longview	WA
Marion Technical College	Marion	OH
Metropolitan Community College	Omaha	NE
Mid-Plains Technical Community College	North Platte	NE
Mid-State Technical College	Wisconsin Rapids	WI
Milwaukee Area Technical College	Milwaukee	WI
Mohave Community College	Kingman	AZ
Mohawk Valley Community College	Utika	NY
Morgan Community College	Fort Morgan	CO
N.W. Alabama State Community College	Hamilton	AL
Nicolet Area Technical College	Rhineland	WI
Northeast Community College	Norfolk	NE

<u>INSTITUTION</u>	<u>CITY</u>	<u>STATE</u>
Northland Pioneer College	Holbrook	AZ
Northwest Community College	Powell	WY
Northwest Iowa Technical College	Sheldon	IA
Olympic College	Bremerton	WA
Opelika State Technical College	Opelika	AL
Otero Junior College	LaJunta	CO
Peninsula College	Port Angeles	WA
Piedmont Community College	Roxboro	NC
Pierce College	Tacoma	WA
Richmond Community College	Hamlet	NC
Rowan-Cabarrus Community College	Salisbury	NC
Sheridan College	Sheridan	WY
Skagit Valley College	Mt. Vernon	WA
Southeast Community College	Lincoln	NE
Southwest State Technical College	Mobile	AL
Southwestern Community College	Sylva	NC
Sparks State Technical College	Eufaula	AL
Spartanburg Technical College	Spartanburg	SC
Thames Valley State Technical College	Norwich	CT
Umpqua Community College	Roseburg	OR
Wake Technical Community College	Raleigh	NC
Washington County Vocational-Tech. Ins	Calais	ME
Washtenaw Community College	Ann Arbor	MI
Western Nebraska Community College	Scottsbluff	NE
Western Wisconsin Technical College	La Crosse	WI
Whatcom Community College	Billingham	WA
Wisconsin Indianhead Technical College	Shell Lake	WI
Wor-Wic Tech Community College	Salisbury	MD
Yavapai College	Prescott	AZ



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